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ABSTRACT

Designed for inclusion in an eighth grade course on U.S. history or civics, this unit introduces local students to the history of Alexandria (Virginia) through a study of its buildings and urban growth. By examining factors which have changed the community (technology, transportation, economic influences) as well as the relationship between physical environment and lifestyle, students are encouraged to think about solutions to future problems of community development. Following an overview of evaluation strategies, the unit is divided into three parts. In part 1, students examine local buildings and documents. Part 2 contains 2 lessons in which students examine ways in which buildings convey historical information. Four lessons in part 3 focus on Alexandria as a contemporary city. Students explore ways in which the area is still undergoing change by looking at transportation innovations and planned development. They consider a case study of each of these types of change (the city's waterfront area and metro station), conduct a survey of these two sites, and develop written and visual presentations. A bibliography and list of resources conclude the manual. (LP)

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CHANGING NEIGHBORHOODS

AN INTRODUCTION TO ALEXANDRIA THROUGH ITS BUILDINGS

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A Unit of Study for the Eighth Grade
Social Studies Department

funded in part by a grant
from the Virginia Commission for the Arts

project directed by Jack K. Henes
curriculum consultant Kitty Porterfield

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Robert W. Peebles
Superintendent of Schools

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CHRIST CHURCH, ALEXANDRIA, VA.

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Chicago, Illinois

History By The Block
Arlington, Virginia

Images of Aurora: Architecture and Life Styles
Aurora, Colorado

The Worcester Sourcebook
Worcester, Massachusetts

CHANGING NEIGHBORHOODS

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CHANGING NEIGHBORHOODS

INTRODUCTION

CHANGING NEIGHBORHOODS is a unit of study designed for inclusion in the eighth grade couse, American Skills for Citizenship. The unit is an introduction for students to the history of Alexandria through the study of its buildings and its urban growth. The unit looks at some of the factors--including technological changes, changes in transportation, and economic growth--which have changed the face of the community. The unit also explores with students how the physical environment affects the people that live in the community, and what present day citizens of Alexandria can do to influence the way their community looks.

CHANGING NEIGHBORHOODS has four goals:

1. Students will understand that the history of a community can be learned through its buildings.

2. Students will use original documents (or copies thereof) as sources of information in this unit.

3. Students will study contemporary urban change and learn how citizens can affect that change.

4. Students will become more visually literate and will understand ways in which information can be transmitted by pictures and symbols.

A major assumption underlying the unit, and the reason for its inclusion into this particular social studies course, is that our environment has a major impact on the way we live. As citizens of a community we must understand that impact and know how to change the environment when it is not suitable. As more and more of us live closer and closer together, the issues of how we use the space around us become increasingly important and difficult. Today's young people will have to be informed in their decisions about community development in the years to come. This unit is an attempt to begin to raise some of these questions in their minds and urge them to think about alternative solutions.

Three other assumptions underlie the teaching techniques in

CHANGING NEIGHBORHOODS. The first is that the best learning takes place when new information is tied directly to knowledge already stored. In every way possible students' previous knowledge of their own neighborhoods and of Alexandria should be elicited and used as the basis for teaching new concepts.

The second assumption is that there will be, in any classroom, students with a variety of learning styles. Some students will learn best by reading and studying, some by hearing, some by drawing and designing, and some by presenting a verbal report. A variety of activities has been included within the unit in the hopes that a maximum number of students can be reached.

The third assumption is that during most of the school day too little attention is being paid to students' visual literacy--to all the ways that information is transmitted by symbol, shape and color. There is an enormous amount of visual information in our environment that many of us miss every day. Either we are not trained to "read" it, or we have been taught that it is not as important as the written word (i.e., Most adult books don't have pictures; therefore, pictures must be kid stuff.) This unit by it very nature is visual, and it should be taught that way.

CHANGING NEIGHBORHOODS poses a series of delicate balances. It uses both the study of historical change and of the contemporary community. It looks both at Alexandria's individual buildings and at the shape of the growth of the city as a whole. It offers an examination of buildings both from the point of view of architectural style and of human use. Most of all, it examplifies the interdisciplinary nature of the study of any community.

Our city is rich with resources--both documents and people--that our students need to meet. There are many more offered than can possibly be squeezed into a three week unit. But the richness of the community means that this unit can be shaped and molded to fit the style and interests of a teacher and his/her students.

This is an exciting time in the life of our community. Many changes that are now taking place in Alexandria will affect the lives of its citizens for years to come. If some of this excitement

and challenge can be transmitted to the students, the unit will have served its purpose.

CHANGING NEIGHBORHOODS

EVALUATION STRATEGY

The approach which **CHANGING NEIGHBORHOODS** suggests in evaluation and learning is an approach which grows directly out of the architectural design process. Evaluation is inherent in the design process: a faulty exterior building design yields an impossible interior plan; a three dimensional model quickly shows errors overlooked in its two dimensional drawings. At each step in the design process there are checkpoints which tell the designer whether or not the design is practicable.

CHANGING NEIGHBORHOODS adapts this model so that students and teachers have a chance to test their new knowledge and judgments. Students are asked to:

a. investigate an historical problem using tools and knowledge of architectural history and design;

b. on the basis of the initial investigation, draw conclusions and offer solutions to the problem;

c. test the solution in an appropriate way.

A student's work--oral and written reports, models, pictures, graphs, surveys--are reviewed by the student and fellow classmates, as well as by the teacher, to determine how effectively the work accomplished the assigned task. Whenever possible, time should be allowed for a rewrite or redesign of the project.

Thus students are encouraged to use their thinking skills and to understand that evaluation by one's self and one's peers, as well as by one's mentors, is a critical part of the creative problem-solving process used in any discipline.

Along with the students' presentations alternative evaluation tools can include:

*Teacher presentation of pictures or documents similar to, but not the same as, those already used in classroom work. Students are asked to identify the kind of document, suggest possible date and purpose and glean appropriate information from it.

*Teacher presentation of slides relating to one of the communities (or topics) already studied. Students are asked to write descriptive words about each slide (vocabulary), find synonyms, and write a title and the main idea(s) presented in the slides.

*Teacher presentation of pictures of a specific building in Alexandria either in different eras, or showing different uses for the building. Students are asked to identify the building, its style, use, age, adaptability, suitability to neighborhood etc.

CHANGING NEIGHBORHOODS

PART I: AN INTRODUCTION TO BUILDINGS AND DOCUMENTS

PLATE II.

39.

Scale 100 feet per Inch

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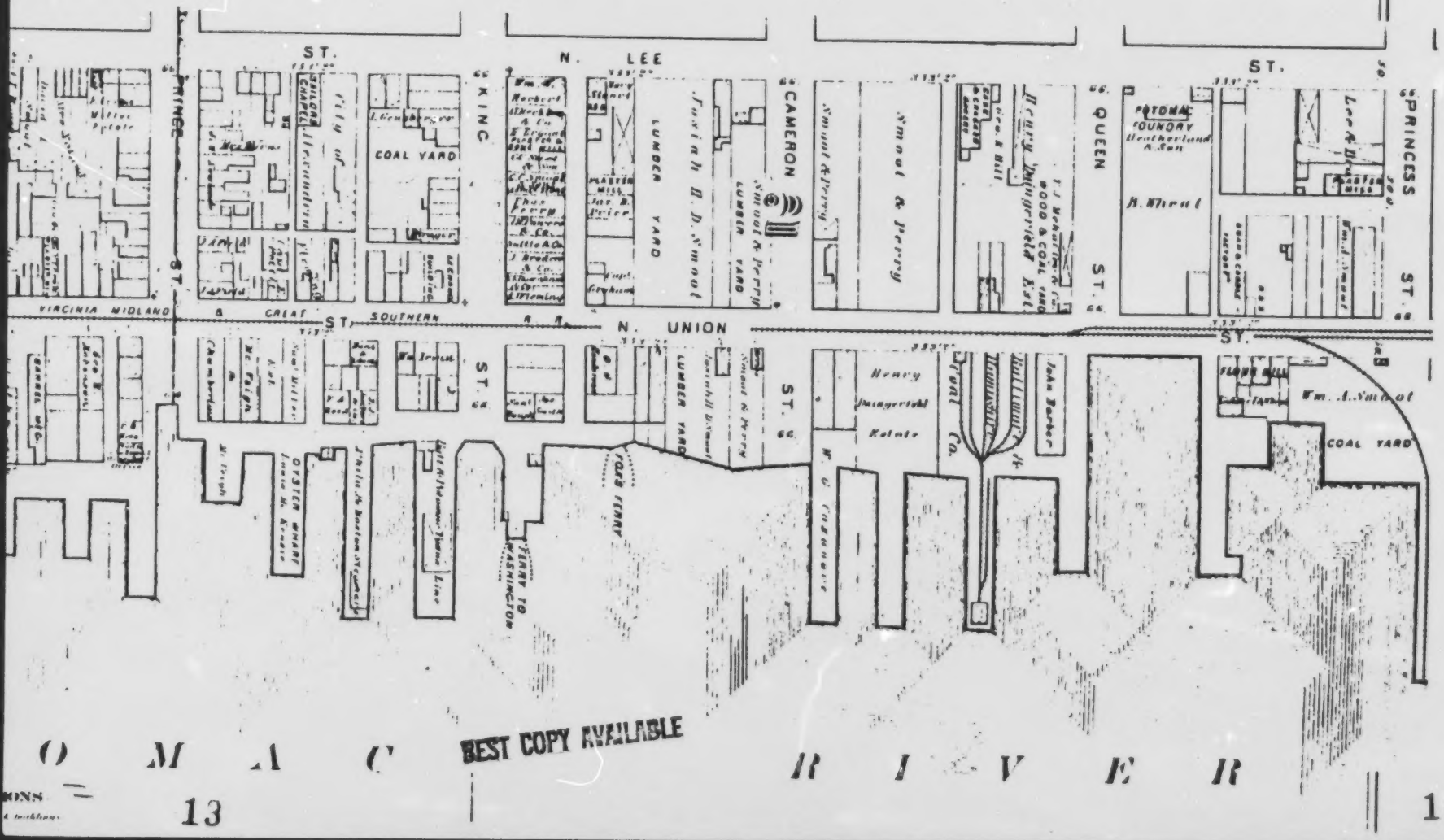
PART OF WARDS 1 & 2. CITY OF ALEXANDRIA.



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CHANGING NEIGHBORHOODS

Part I, Lesson I: A Classroom Tour of Alexandria

Theme:

The unit begins with a visual introduction to the study of Alexandria as a community through its buildings and spaces.

Student Objectives:

Students will:

1. View a slide presentation about historical and present day Alexandria
2. Identify some of the major sites and landmarks of Alexandria
3. Begin a list of the most important components of a community.

Suggested Time: One class period

Materials:

1. Map of Metropolitan Area
2. Street Map of the City of Alexandria
3. Slide projector and screen
4. Slide show and narration produced in cooperation with the Alexandria Planning Department
5. Newsprint and magic markers

Vocabulary:

community	site
neighborhood	landmark
urban	urban renewal
suburban	preservation
city plan	symbol
planning department	function

Suggested Teaching Plan:

A. An introduction by the teacher of the unit.

*Study of growth of Alexandria as a community

*Exploration of the basic components of a community

*Understanding of the way in which a community looks (its buildings and spaces); that it is shaped by the people who live in that community

Teacher elicits as much information from the students as possible about their own community/neighborhood. Students identify position of Alexandria on metropolitan area map and recognize Alexandria as part of a larger community. Students identify significant landmarks on the street map of Alexandria, beginning with the location of their own school.

B. Slide Show "Alexandria"

C. Students will begin a list on newsprint of the buildings and institutions that are important to the community of Alexandria. Why are they important to people now? When were they built? Why were they built? Was it for the same reason that they are important now? (E.g., Market Square built on the site of the town market)

Students locate sites on the street map. From the beginning of the unit, students should be encouraged to design a set of symbols for use on the street map--different symbols or colors to represent different kinds of buildings:

government buildings
historic landmarks
railroads, etc.

(A discussion of how we use visual symbols to communicate information is appropriate here and at many other points during the unit.)

Extensions:

1. Students write a short review of the slide presentation.
2. Students write a short essay about some building or space in Alexandria, describing the space, explaining its function, why

it is important to the student (or community), and most importantly, how the student feels about the building.

3. Students draw a picture or design some other visual presentation of an important building or space in Alexandria.

4. Students ask family, neighbors or friends for pictures or stories of how Alexandria once looked.

CHANGING NEIGHBORHOODS

Part I, Lesson II: Neighborhood Communities

Theme:

In exploring Alexandria on a smaller scale, students will look at their own neighborhood community--that part of Alexandria which is important to them. The use of transportation in daily life will be discussed.

Student Objectives:

Students will:

1. Draw a map of places in Alexandria that are important to them and indicate how they travel to those places.
2. Develop a system of symbols and a symbol key for the map.
3. Expand the list of important components of a community.
4. Examine the ways in which a person can learn about their community.

Suggested Time: One to two class periods

Materials:

1. Newsprint (one to two sheets per students)
2. Magic markers--different colors (crayons an acceptable substitute, but markers are better)
3. The list of important components already begun
4. City map of Alexandria

(Note: It is important that the maps of Alexandria be put away for the first part of the lesson. In the presence of such maps students may try to be too exact in their drawing and will miss the overall focus of the excercise. Students should not be urged to use any kind of scale. A discussion of scale can be introduced in later map study. In this lesson the focus is on the relationship of places to each other and to the person who uses them.)

Vocabulary:

symbol

key

Suggested Teaching Plan:

A. Map Design

Students are each given a piece of newsprint and access to several colored magic markers. Teacher introduces theme of individual's community and instructs students to:

a. draw a map of the important places in their lives (school, store, church, friend's house, etc.)

b. devise a set of symbols to indicate the various buildings and make a key

c. mark the routes traveled between these places and develop a color symbol code to show how the student usually gets from place to place (walk, bicycle, car, METRO, etc.). Maps may be as elaborate as time allows.

B. Student Presentation

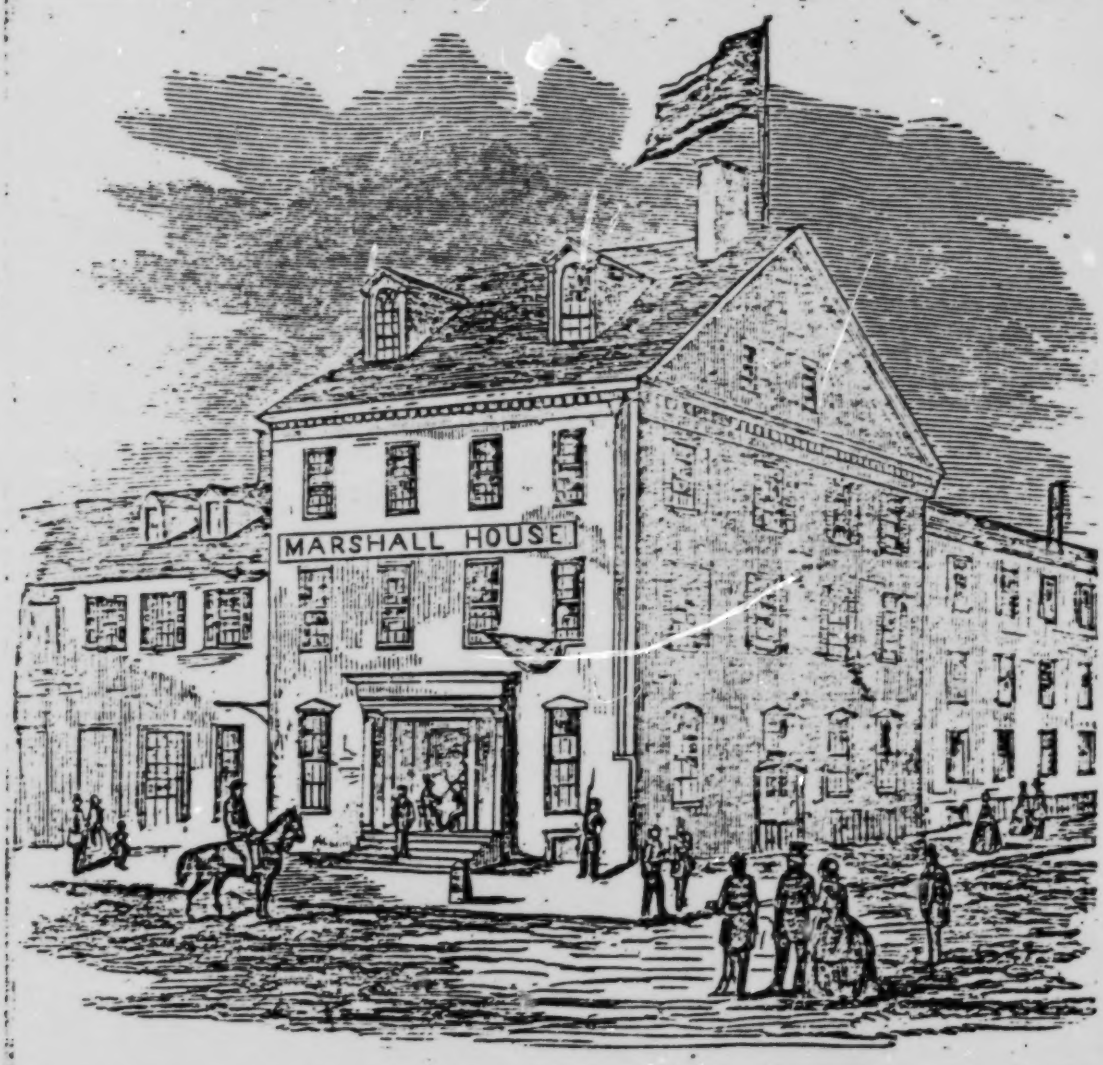
Students should explain maps to other students. If time is short, divide students into groups of three or four and have them present their maps to other students in the small groups. or If time allows, each student can make a brief presentation to the whole class. Maps should be hung.

C. Reexamination of "Community"

Teacher led discussion to reevaluate and further expand list of important components of a community. How does an individual's own "community" differ from the larger city-community? How is the city-community a compilation of many individual communities? (Hang city street map of Alexandria and mark how individual communities overlap.) What components does a city-community need that a smaller community does not?

Extensions:

1. Students write a list of all the ways they learn about their community, beginning with their experiences as a small child. (e.g., sounds, smells, walking and looking, newspapers, signs, word of mouth among neighbors, even history books.)
2. Students bring to class examples of objects that tell something about the community (maps, pictures, tree leaves, real estate ads, a METRO farecard.)



THE MARSHALL HOUSE, CORNER OF FIFTH AND KING STREETS, ALEXANDRIA, VA., WHERE COLONEL ELLSWORTH WAS ASSASSINATED BY JAMES W. JACKSON, THE SECESSIONIST, FRIDAY MORNING, MAY 24, 1861.

CHANGING NEIGHBORHOODS

Part I, Lesson III: Ways To Learn

Theme:

There are many resources that students can use to explore a community, both in the present and in the past. Students will be introduced to maps, pictures and other information sources used by both the historian and the city planning office. Emphasis is on visual learning.

Student Ojbective:

Students will:

1. Discover the wide range of sources available to them as they study Alexandria
2. Practice reading a map, historical pictures and other documents.

Suggested Time: One class period

Materials:

Copies of Documents included with the unit. (Documents include maps, prints, census sheets and other historical documents containing information about Alexandria.)

Vocabulary:

scale

Suggested Teaching Plan:

A. Teacher-led discussion of students' lists of ways to learn about the community. Could historians use some of the same materials which students use? Note how much of the information we take in is visual. Also note that much of the other information that comes in through other senses, like sounds, is often lost to the historian.)

B. Practice Use of Documents

Teacher introduces the historical documents with which the students will work.

Students will break up into groups of two or three. Each group will examine a document and answer a question sheet about the document. Questions should relate to document's age, use and usefulness to the historian in understanding the community.

Each group may report to the whole class. or Time can be divided into ten minute sessions and each group can study several documents.

Extensions:

1. Students can create an "historical document" about their own neighborhood--a story from a newspaper, an ad, a broadside, an "early" map, etc.
2. Students go to the library and find other information about early Alexandria and report in written or oral form.
3. Students can seek "historical documents" about their own family and home, e.g., pictures, letters, etc.

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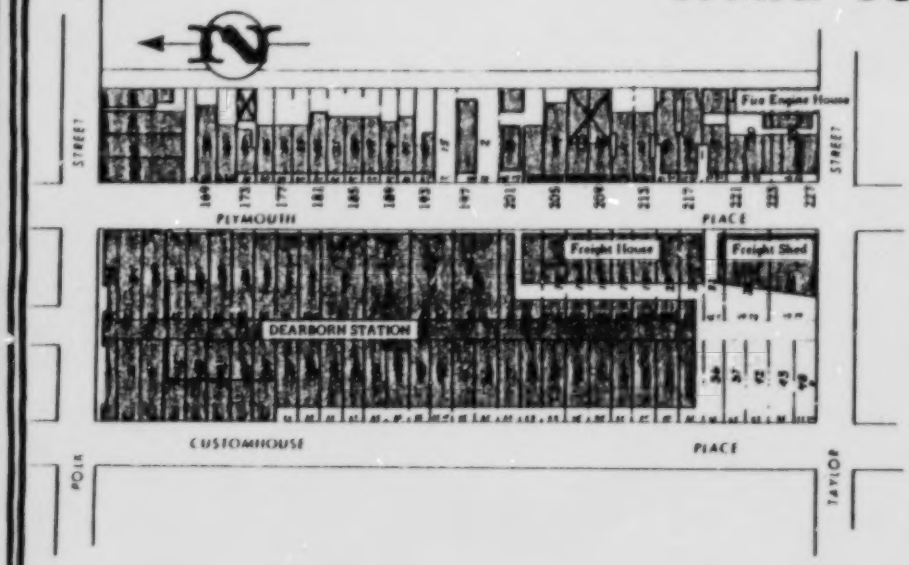
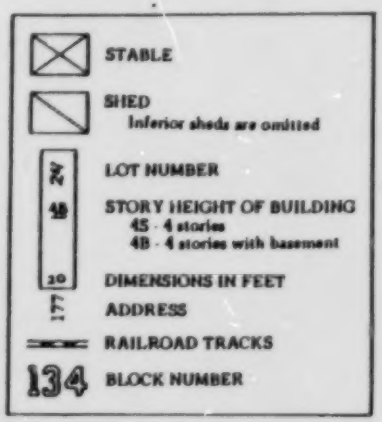
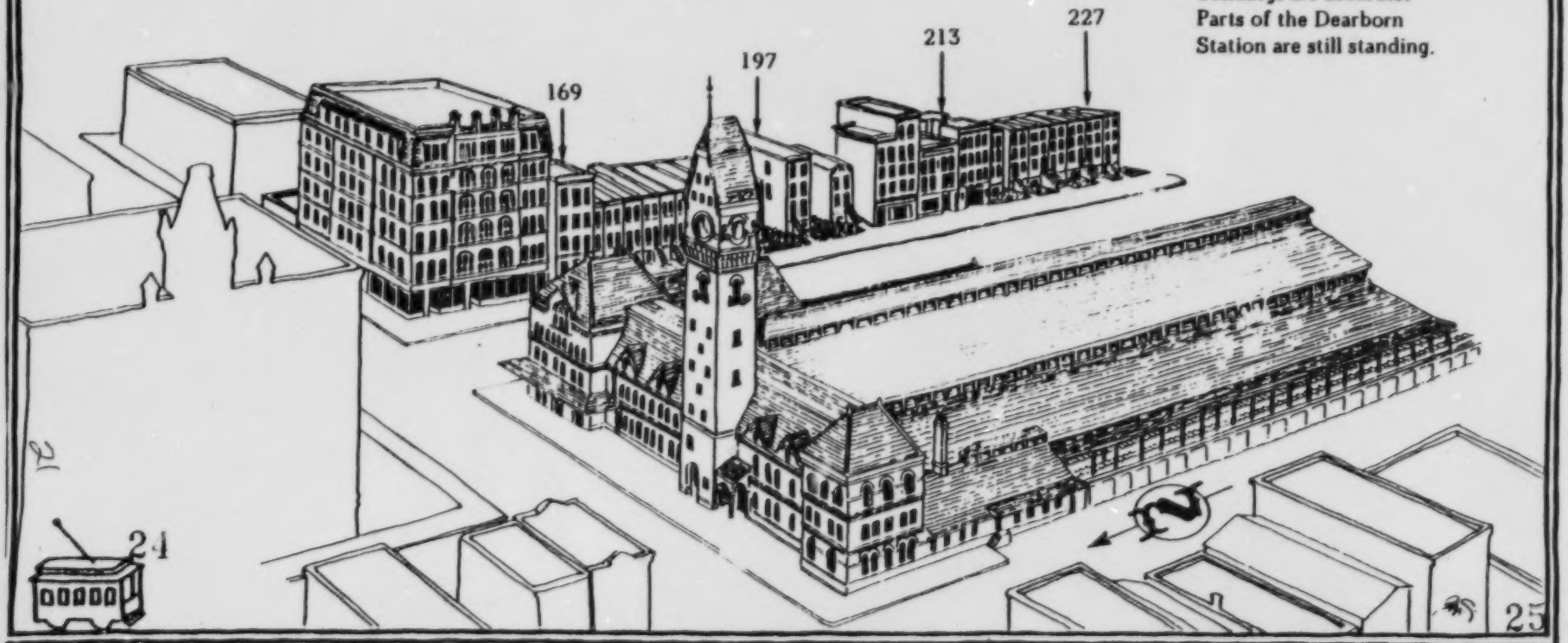
A MAP COMES TO LIFE





The map on the left is a small section of one page in a fire insurance atlas. It is adapted from the Greeley-Carlson Company's Second Atlas of the City of Chicago (Chicago: R.R. and R.H. Donnelley, 1891). The symbol showing the number of stories for each building has been omitted.

An artist's version of the same two-block area makes the old map come to life. The details of the major buildings are accurate. Parts of the Dearborn Station are still standing.



The Chicago Neighborhood History Project is supported by the National Endowment for the Humanities

HOW TO LOOK AT OLD MAPS

PEOPLE

1. How can I use the map? Does it have a key?
2. Are people and their activities evident on the map?
3. How did people use the land? Are cultural features indicated?
4. Who made the map? Why was it made? Was it accurate?
5. Do place names provide any clues for my research?

SPACE

1. Where was this place located?
2. Which way is north?
3. How far is one mile on the map?
   (or 10 miles, or 100 miles)
4. How was the land divided? How was it used?
5. How did people get from one place to another in this area?

TIME

1. What year does the map represent?
2. When was the map made?
3. Are any changes from an earlier period evident on the map? Compare this map with a current one of the same area.
4. What changes from then until now are evident?

HINT 1

Write down the questions which come to mind as you look at an old map.

HINT 2

Divide the map into sections and make a list of inter-interesting details for each one.

HINT 3

Compare this map with others of the same area or of a similar character.

HINT 4

Relate documents, pictures, and other sources from this period to places on the map.

HINT 5

Use a Xerox copy of the map to mark points of interest.

CHANGING NEIGHBORHOODS

DOCUMENT STUDY SHEET

A. What kind of document is this? (Map, picture, chart, etc.?)

B. What date was it created? Is this an estimate? On the basis of what information did you supply this answer?

C. What is the purpose of this document? For whom was it intended? How do you know?

D. What does the document tell you?

E. Do you think the information is valid? How did you make that judgment?

CHANGING NEIGHBORHOODS

Some Places to Find Information About the Community

History Books
Encyclopedias
Newspapers (esp. The Alexandria Gazette)
Magazines & Periodicals

City Directory
Census
Tax Records
Deeds & Mortgages
Wills
Inventories
Business records
Shipping invoices

Maps
Prints & photographs
Letters
Oral histories (neighbors)
Cemetaries
Buildings

Libraries (public, private & institutional)
Historic Houses & Archives
Historical Society
Planning Department

CHANGING NEIGHBORHOODS

Part I, Lesson IV: The Building As An Historical Document

Theme:

A building is an important statement which the builders/owners make about their values in life. A building is also an important tool for historians to use to understand a community.

Student Objectives:

Students will:

1. Participate in the History in Stone tour at the Corcoran Gallery of Art
2. Be able to identify the main features of classical architecture and recognize their use in the Corcoran Gallery of Art.
3. Learn to "read a building" to discover information about the community in which it was built.

Suggested Time: Half day field trip

Materials:

1. Bus transportation (Beginning in 1984 METRO transportation is recommended for use in later discussions.)
2. Pencil and paper

Vocabulary: Provided in Corcoran Teacher Guide

Extensions:

1. Students write a critique or review of the tour. What were the main themes?
2. Students choose a hero and design a memorial building to that person. What is the building's function? What does it look like? Who would use it? Who will pay for it? Where is it located?
3. Students devise a scavenger hunt for features of classical architecture in the buildings in the neighborhood surrounding the school.

Corcoran Gallery of Art

HISTORY IN STONE: BEAUX-ARTS CLASSICISM AND THE CORCORAN GALLERY OF ART

The Corcoran Gallery by Ernest Flagg (designed 1891, executed 1893-97) is the first example of a public building in Washington, D.C. built in the grand and formal style known as Beaux-Arts classicism, which dominated American architecture from 1880-1920. This architectural style was taught by the École des Beaux-Arts in Paris (founded 1819) and was transmitted to the United States by American architects such as Ernest Flagg, who had trained at the École. Beaux-Arts classicism and its offshoot, the Neo-Grec, conferred a highly desired dignity upon the railroad stations, stock exchanges, libraries and museums of America's wealthy industrial cities. Buildings in Washington constructed in the Beaux-Arts style, such as the National Archives, the National Gallery of Art, the Lincoln and Jefferson Memorials and the Corcoran Gallery of Art, have helped to create the monumental city which is the symbol of American democracy.

CLASSICAL ARCHITECTURE AND THE ÉCOLE DES BEAUX-ARTS

As its name implies, Beaux-Arts classicism was part of the ongoing Western European tradition of reverence for and emulation of classical art and architecture. Teachers and students at the École des Beaux-Arts were concerned with developing an "ideal architecture" using the architectural vocabulary of ancient Greece and Rome and the Renaissance as the starting point. Beaux-Arts architects' adherence to the rules of classical architecture ranged from literal to highly imaginative interpretations of antique forms.

ELEMENTS OF BEAUX-ARTS AND NEO-GREC ARCHITECTURE

The most important element of any Beaux-Arts design was the plan, which consisted of symmetrically arranged rooms and a pattern of axes which directed the flow of people through the building (Plate 1). The concepts of order and symmetry practiced at the École were derived from Roman city planning, as exemplified by the Forum of Trajan in Rome (Plate 2) and the Roman colony of Timgad in Africa (Plate 3).

In the design for the exterior and interior of Beaux-Arts buildings, the five classical orders were the most significant applied decoration. These orders--the Doric, Ionic, Corinthian, Composite, and the lesser-used Tuscan--accorded stateliness and formal rhythm to a facade or interior. In addition, Beaux-Arts architects, following the Roman architect Vitruvius's treatise, used only certain orders for certain types of buildings. For example, the more primitive Tuscan order would be appropriate for a city gate, such as the Barrière de la Villette in Paris (Plate 4). However, it would not be appropriate for a church, which would more likely use the more exalted Corinthian order as is the case with La Madeleine, Paris (Plate 5).

In the middle decades of the nineteenth century, a number of Beaux-Arts architects rebelled against the strict classicism of the École. With the Industrial Revolution at hand, members of the movement known as the Neo-Grec tried to create an architectural style responsive to the changing industrial and cultural needs of France. For the Neo-Grec architects, the functional needs of a building were more important than the correct use of the classical orders. Hence, their buildings are generally simpler in plan, elevation and decoration than those of their predecessors.

THE CORCORAN GALLERY OF ART AS NEO-GREC ARCHITECTURE

The Corcoran Gallery is a fine American example of the innovative Neo-Grec style. At a glance, the viewer is aware of a difference between the Corcoran's facade and those of other Beaux-Arts buildings in Washington. Unlike buildings such as the Lincoln Memorial and the National Archives, the Corcoran's exterior was not copied from a classical temple or other classical model. Instead, the architect Ernest Flagg felt it was important to design the Gallery so that its purpose and internal functions could be read and understood on its exterior. This idea is called *architecture parlant*, which translates as "architecture which speaks." The building is divided into three wings: one of which is the Gallery, another, the school, and the third, a hemicycle auditorium (Plate 6). In addition, the three stories of the building, each of which contains a different kind of space, are divided horizontally by stringcourses.

In the decoration of the facade, the architect devised his own system of ornamentation--a combination of classical, Renaissance and French decorative details--rather than using the classical orders (Plate 7). This is especially clear when one looks at the entrance to the museum which is decorated in part with classical rosettes, Renaissance-derived bronze lions, and French *rinceaux* (Plate 7). What is most interesting about the decoration of the building's facade is that many of the details used are symbols of the Corcoran's purpose. For instance, the lions which flank the doorway are generally symbols of the contemplative and active life. However, in relation to the Corcoran, the lions allude more specifically to the Corcoran's purpose as both a museum for the contemplation of works of art, and as an art school for the creation of such works.

Upon entering the Gallery, one is struck by the contrast between the exterior and the interior of the building. The interior of the Corcoran, a two-story, double atrium of free-standing columns, has the atmosphere of a classical temple (Plate 8). The architect must have intended the interior to symbolize a temple of the arts. The atrium, with its glass roof, also reminds one of classical atria such as those preserved at Pompeii, whose roofs are open to the sky (Plate 9). In addition, the design of the atrium has French precedents, most notably the Salle des Études of the École des Beaux-Arts (Plate 10). Other rooms in the Corcoran also have their stylistic roots in classical architecture.

The shape and arrangement of the hemicycle auditorium is based upon the design of Greek amphitheaters (Plates 11 and 12), while the rotunda derives from the Roman Pantheon, 134 A.D., (Plates 13 and 14).

Unlike the building's exterior, the main spaces of the Gallery's interior owe much of their inspiration to classical building types. In one very important sense, though, the Corcoran's interior is Neo-Grec; it is austere in its decoration despite its use of the classical Doric and Ionic orders. Its overall lack of decorative detail sets the Corcoran's interior apart from more popular, ornate Beaux-Arts interiors. This starkness may be linked in part to the purpose of the Gallery's rooms as exhibition spaces, for the unadorned surfaces provide a suitable backdrop for the display of works of art, especially in the atrium which was designed as a statuary hall.

In all, the architect of the Corcoran used classical elements throughout the building and was able to suit his decoration to the function of the building.

HISTORY IN STONE

In examining the architecture of the Corcoran Gallery of Art, one is able to trace the influence of classicism in nineteenth century architecture as transmitted through the teachings of the École des Beaux-Arts and the reforms of the Neo-Grec movement. In its own way, the functionalism of Neo-Grec architecture, unfettered by classical rules of order, set the stage for the emergence of twentieth century architecture. Thus, although the form of the Corcoran's architecture identifies it with the classical past, the innovative ideas behind its form foreshadow the coming of modern architecture.

AN ILLUSTRATED CLASSICAL GLOSSARY

Acanthus

ACANTHUS - A plant having large toothed and scalloped leaves whose form was used to ornament capitals of columns, and later, moldings and friezes.

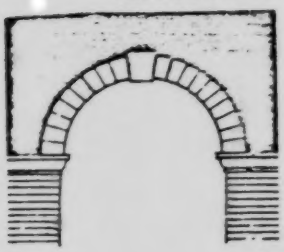
Acroterion

ACROTERION - A sculptured ornament, often representing fantasy creatures like griffins (flying dragons) and winged lions, that was placed on the roofs of classical buildings.

Antifixae

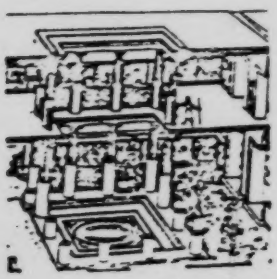
ANTA(E) - Equivalent to a PILASTER and mostly applied to Greek architecture, where the anta capital is different in style from the column on which it rests.

ANTIFIXAE - Ornaments of shell or plant design placed on the edge of Greek temple roofs to anchor the tile roofs and protect the wooden structure underneath from the weather.



Arch

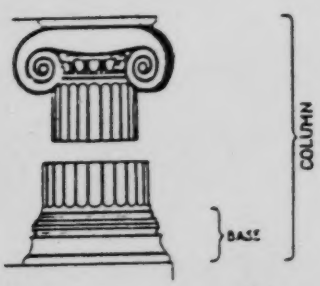
ARCH - An architectural construction, most often semi-circular, built of wedge-shaped blocks called voussoirs, used to span an opening. The center stone is called the keystone; it is key because its positioning holds the rest of the stones of the arch in place. The weight of the arch requires support from walls, piers, or columns, and the thrust requires buttressing at the sides.



Atrium

ARCHITRAVE - The lowest of the three primary divisions of the ENTABLATURE; the architrave is the main horizontal beam.

ATRIUM - A rectangular court, often located in the center of a building. In ancient Greek and Roman houses, the atrium was often open to the sky and contained a small reservoir to catch rain water.



Base

BASE (of a column) - A carved piece of marble, usually round, placed between the shaft of a column and the floor of a building.

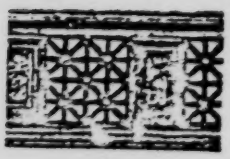
BEAD-AND-REEL - see ENRICHMENTS.

Capital

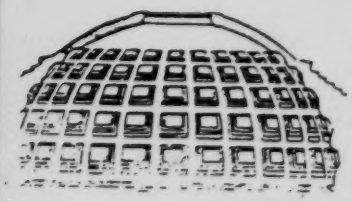
CAPITAL (Top of a column) - Each of the five orders has its appropriate capital. Those of the Tuscan and Doric are much alike and consist of a series of very simple moldings. The Doric has a larger number of moldings than the Tuscan. The Ionic is distinguished by volutes, coiled ends reminiscent of a ram's horn or curled scroll. The Corinthian capital is decorated with two levels of acanthus leaves and fern-like stems which reach out from the top corners of the capital. The Composite capital combines Corinthian leaves with Ionic volutes.

Cartouche

CARTOUCHE - An oval emblem often containing initials or a family crest.


Claustra

CLAUSTRA - Decorative grillwork used to provide ventilation and yet, at the same time, secure windows, doors and balconies.


Coffered Dome

COFFERED DOME - Coffers are rectangular indentations that function to lessen the weight of the stones on the walls of the dome. The concrete dome, like all arched structures, is constructed over a wooden form, called centering, that is removed after the concrete has hardened. Although the Greeks understood the structural principles of the arch, the Romans developed arched construction to an advanced degree and were the first to use domes in their buildings.

COLUMN - A vertical architectural support usually consisting of a base, a rounded shaft and a capital.

Composite Order

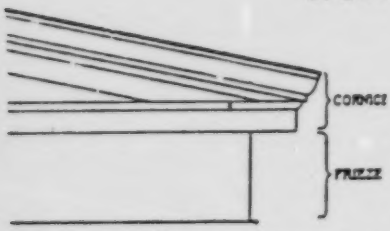
COMPOSITE ORDER - This order, which combines the volutes of the Ionic capital with the acanthus of the Corinthian capital, was a late Roman invention. It was used more frequently during the Renaissance and Baroque periods.

CONSOLE - A bracket in the form of an S-shaped scroll which can be used horizontally or vertically.

Corinthian Order

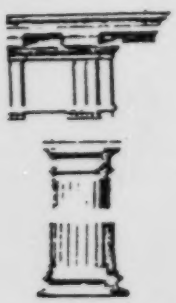
CORINTHIAN ORDER - An Athenian invention of the fifth century B.C., differentiated from the Ionic order by its leafy capital and its more highly decorated entablature. The Corinthian order was more popular with the Romans than with the Greeks.

CORNICE - The uppermost of the three primary divisions of the ENTABLATURE.



Cornice

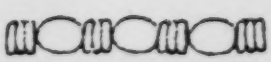
DENTILS - Small closely-spaced blocks forming one of the members of a cornice in the Ionic, Corinthian, Composite and, more rarely, Doric orders. Dentils were originally small wooden roof rafters in archaic Greek temples.



Doric Order

DORIC ORDER - There is both a Greek and a Roman Doric order. The Greek order, which is the type found in the Corcoran atrium, has squatter proportions and is baseless. Full knowledge of the Greek order was only regained in the late eighteenth century.

ELEVATION - A flat scaled drawing of the front, rear or side facade of a building.

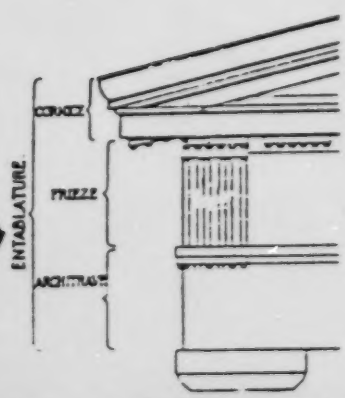


Bead-and-Reel

ENRICHMENTS - In classical architecture certain standard types of carved decoration were appropriate for certain areas of a building. These include the BEAD-AND-REEL, ROSETTE, and TONGUE-AND-DART decorations. Their names explain their shape. In Beaux Arts architecture, these decorations were used more freely than in classical times.

Tongue-and-Dart

ENTABLATURE - The upper, horizontal part of an architectural order, usually divided into three parts: ARCHITRAVE, FRIEZE, and CORNICE.



Entablature

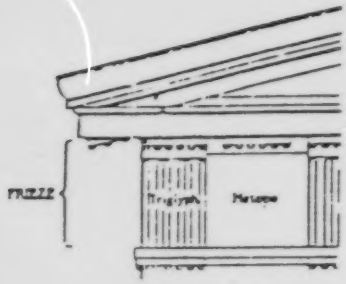
FLUTING - The shallow grooves in the shaft of a column that either meet in a sharp edge, in the case of a Doric column, or are separated by narrow strips, as in Ionic columns.

FRIEZE - The middle of the three primary divisions of the ENTABLATURE. The frieze is essen-

tially a plain, horizontal band. In the Doric order, the frieze usually contains TRIGLYPHS and METOPES. In the Ionic, Corinthian and Composite orders, the frieze is often used for figure sculpture.

Ionic Order

IONIC ORDER - This order, which originated in Asia Minor about the middle of the sixth century B.C. is distinguished in Roman examples by two main characteristics: the voluted capital and the presence of dentils in the cornices.



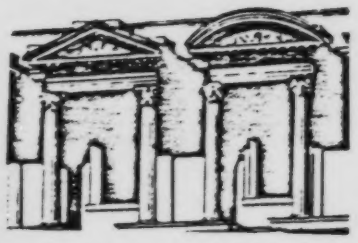
Metope

METOPE - The square space between two triglyphs in the frieze of the Doric order. Metopes were often left plain, but may contain relief sculptures and other ornaments.

ORDER - Consists of a vertical element (base, shaft, and capital) and a horizontal element (entablature).

Panathenaic Frieze

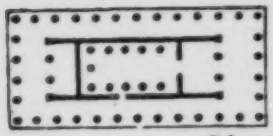
PANATHENAIC FRIEZE - In the nineteenth century, plaster casts of sections of the Parthenon's Panathenaic frieze (fifth century B.C.) were popular for museums and art schools to own. The frieze depicts the ritual procession to present a new robe to the cult statue of the goddess Athena, patron diety of Athens. Included in the procession are the spirited horses of the renowned Athenian cavalry, stately women bearing large urns to be awarded to the atheletes, as well as two women holding the robe dedicated to the goddess.



Pediment

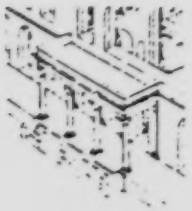
PEDIMENT - A triangular space created by the sloping eaves and the horizontal cornice line of a gabled temple or other classical building. Pediments do not always express the end of a roof but are often used ornamentally. On a small scale, pediments commonly surmount doors and windows. There are many varieties of pediments; they can have a curved rather that a triangular top, or they may be "broken" at the center of the top.

PILASTER - The flat representation of a column against a wall. They are ornamental rather than structural.



Plan

PLAN - A drawing or diagram showing the arrangement of structural elements (walls, columns, etc.) on the floor of a building, drawn as if one was looking down from the roof of a building and could see through the walls to the floor.



Portico

PORTICO - A place for walking under shelter. The word is usually applied to the columned projection before the entrance to a temple or similar building.

POST AND LINTEL - An ancient but still widely used system of construction. The basic unit consists of two or more upright posts supporting a horizontal beam, the lintel, which spans the opening between the two posts.

Rinceaux

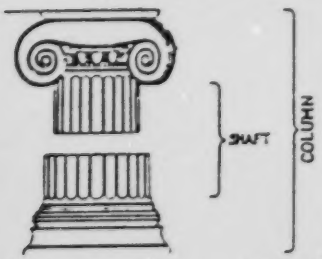
RINCEAU(X) - A stylized representation of curling vines, often with leaves, used most often by French architects.

Rosette

ROSETTE - A decorative flower-shaped design.

Rustication

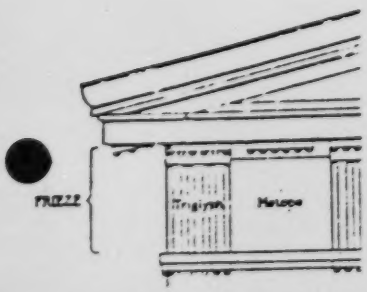
RUSTICATION - Masonry (or imitation thereof) where the joints between the stones are deliberately emphasized or where the stones are left rough or worked in such a way as to afford a striking textural effect.



Shaft

SHAFT - The part of a column which is between the base and the capital.

STRINGCOURSE - A decorative, horizontal band or molding set into the wall of a building. It usually designates a division between stories.



Triglyph

TRIGLYPH - A feature of the frieze of the Doric order, consisting of a vertical element carved as if banded. Originally, archaic Greek temples were made of wood, and the triglyphs were the ends of ceiling beams. When stone was substituted for wood, details of wood construction, such as the triglyphs and metopes, were still imitated.

Tuscan Order

TONGUE-AND-DART - See Enrichments.

TUSCAN ORDER - This order derives from an ancient type of Etruscan temple and is primitive in character with wide spaces between columns. In the sixteenth century it was regarded as proto-Doric. It is the crudest and most massive of the five orders.

How Public Buildings Stand on Ceremony

Art to Zoo: News for Schools from the Smithsonian Institution

by TOM LOWDERBAUGH

December 1981, pp. 2-3

Every town has at least one—a bank, a library, a courthouse, a town hall, a train station—some public building set off as . . . *important*. You walk down the street, turn the corner, and there it is in front of you—a building that by its very structure says, "I'm important and what happens inside me is important too!"

Like old houses, public buildings are often ignored, but they too merit our attention. These important buildings stand in public places as witnesses to our values and institutions, our collective dreams and aspirations—indeed to all the things that really matter in our society. In other words, these are buildings that *stand on ceremony*. And although we may take our public buildings for granted and not pay attention to their ceremonial statements, the buildings are ready to speak to us nonetheless.

How can you help your students hear—and understand—what our public buildings are saying? The best way is through significant detail presented in manageable units. The following questions, which draw attention to specific features of a building, can help direct your students' explorations.

1. Where is the building located?

Often an important public building is placed in a convenient location, close to the heart of the town, where the property values were (and maybe still are) the highest. It may even sit at the center of the grid pattern that defines so many American cities and towns.

And there are other ways location can point out that the building is special. For example, the building may sit atop a hill or a rise, or it may be surrounded by a lawn or a park, which sets it off from the rest of the town and its daily concerns. As we walk towards the building, we realize from its very apartness that we are going somewhere special. This is an atmosphere quite unlike that of ordinary commercial buildings pushed up against one another, or of houses crowded together on a block.

2. What is the building made of?

Not built for a season or even for a generation, these buildings are meant to *last*. As a result, they are usually made from materials like stone or steel that endure a very long time, rather than from shorter-lived materials like wood. These permanent materials are generally more expensive than the materials used for everyday buildings like houses. An air of endurance and cost helps to set public buildings apart.

3. What does the building make us think of?

When designing a building, an architect may ally himself with a particular tradition, recalling other buildings, young or old. The architect chooses consciously, making the connections between the buildings and their functions. The connection is direct, and it determines how the building looks and what it says about what it is and what it contains. We can see this connection only if we look closely at the building so as to discover some of its key elements.

▶ For example, some buildings make us think of *ancient Greece and Rome*. Recalling civilizations often thought of as reasonable and just, this architectural style is very popular for government buildings, perhaps because we trace our own democratic form of government back to the Greek and Roman peoples.

An architect who wants to make us think of Greece and Rome uses elements devised centuries ago in those two cities. Especially important in this style of building is the *column* as a structural element: Greco-Roman columns are usually designed according to one of the classical *orders* or styles: Ionic, Doric, or Corinthian. At one or both ends of such a building, the columns may support a triangular-shaped structure called a *pediment*, which may or may not be decorated with carvings. Sometimes the building may be topped with a *dome*, which itself may be either plain or decorated.

▶ Other buildings, on the other hand, make us think of the *Middle Ages*. These buildings recall a time popularly associated with chivalry, romance, and the grand gesture, a time of faith and mystery and adventure.

An architect who wants to make us think of the Middle Ages alludes to either one of two kinds of building symbolic of that time: cathedrals or castles. This architect's building may have *battlements*, an element originally meant to protect a warrior defending a castle. The windows and doorways may have either round or pointed (gothic) *arches*. If a building is influenced by the cathedral style of architecture, it may be supported by a set of *flying buttresses*, structural elements that support a wall by carrying its weight to a pier.

▶ Still other buildings try to impress us with their exuberance, borrowing elements from *more than one tradition* and blending these elements into something special. In America, such buildings were common in the second half of the nineteenth century, when an architect might combine design elements from different architectural styles to emphasize a building's massiveness (and thereby its importance) or just to show off various architectural possibilities.

For example, such buildings might use columns—not so much for support as for decoration—placed in groups or sets. Instead of the relatively flat façade of a building recalling Greece and Rome, this kind of building might have its façade decorated with statues or garlands. In addition, it might have a *mansard roof*, as you see illustrated. The main effect of a mansard roof (often punctuated by dormers) is to emphasize a building's massiveness. Or the stonework on the building's first floor might be *rusticated* so as to give a rough and massive effect. Buildings such as these, then, combine massiveness and exuberance to produce an impression of power and vitality.

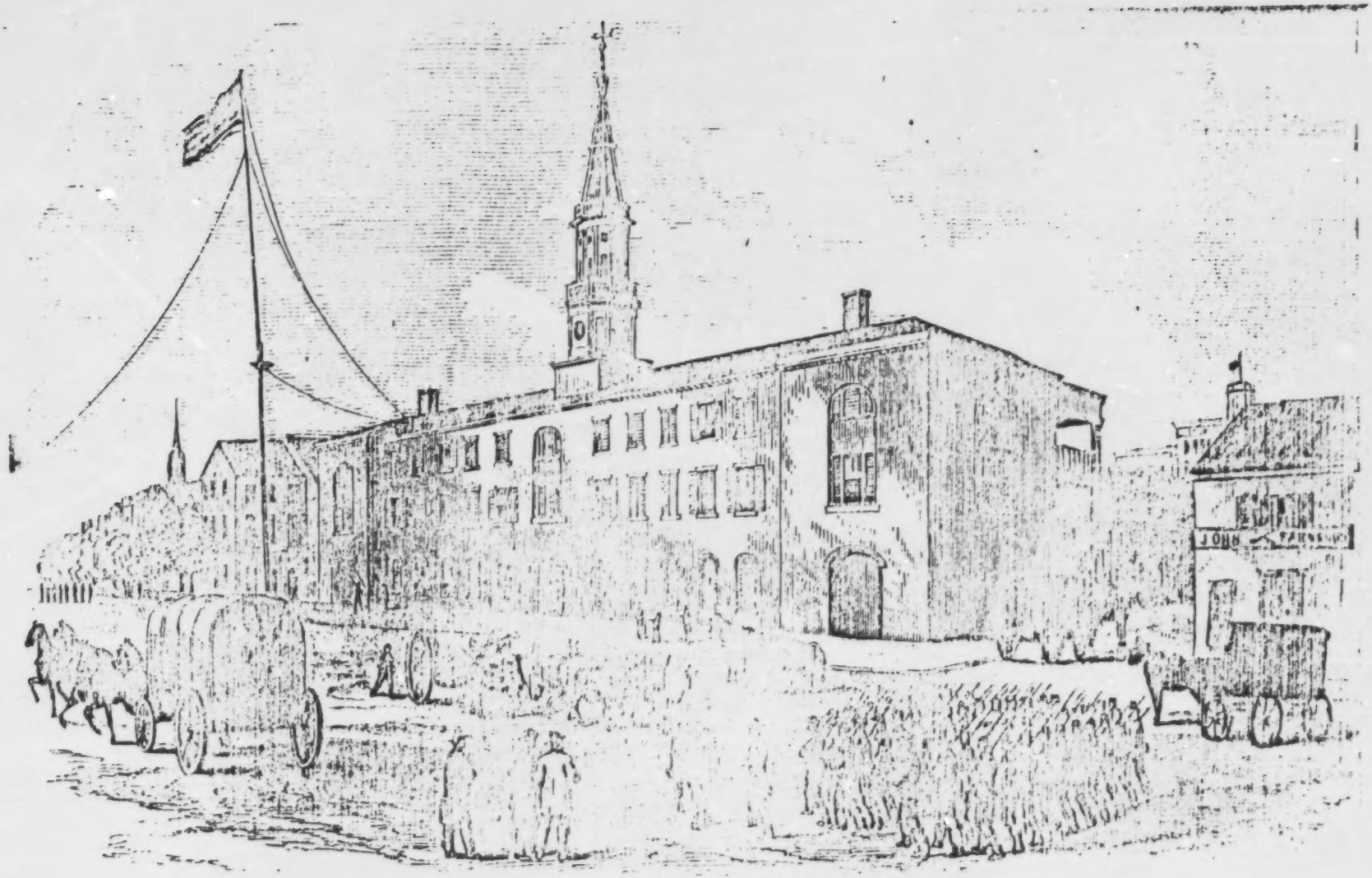
▶ Finally, some *modern* buildings, instead of looking backwards to older traditions, place themselves firmly in the present. These buildings present themselves as up-to-date and direct without the distracting, nonfunctional decorations of earlier times. Such buildings use simple materials like stone, concrete, or glass. One reason for using walls of glass is to dissolve the traditional barrier between the inside and the outside. These modern buildings tend to be sleek and direct, relying on straight lines and right angles (instead of decoration) to make a grand impression.

Once your students have studied a public building, having looked closely so as to be able to answer the above questions, they will begin to understand some of the ways that buildings stand on ceremony. They will begin to see how ceremonial buildings declare what functions are important to a town and to its people—and how these buildings relate their own town to the rest of the world. And the next time they walk past the courthouse, the library, or the town hall, they won't dream of walking by without looking.

Lowderbaugh,Tom, "How Public Buildings Stand on Ceremony," Art To Zoo:News for Schools from the Smithsonian Institution, Dec.,1981,pp.2-3.

CHANGING NEIGHBORHOODS

PART II: BUILDINGS TELL STORIES



TOWN HALL AND MARKET HOUSE, ALEXANDRIA, VA.—FROM A SKETCH BY OUR SPECIAL ARTIST ATTACHED TO GEN. M'CLELLAN'S COMMAND.—SEE PAGE 327.

BEST COPY AVAILABLE

CHANGING NEIGHBORHOODS

Part II, Lesson I: Alexandria's History Through Its Buildings

Theme:

Alexandria has undergone enormous growth and development since its beginning in 1749. Transportation has played a major role in Alexandria's development from a "walking city" to a "street car city" to an "automobile city". The structure of the city and its buildings give clues to the kind of life its citizens have lived.

Student Objectives:

Students will:

1. Examine a packet of documents pertaining to one period in Alexandria's history
2. Be able to recognize the characteristics of the buildings in Alexandria at that time
3. Describe the shape of the town at that time
4. Identify the types of transportation used and note how the transportation affected the shape of the town
5. Offer conclusions about life in Alexandria during that period

Suggested Time: Three to four class periods

Materials:

1. Four packets of materials for Alexandria
   - *The Seaport, ca. 1790
   - *The Commercial Center, ca. 1855
   - *The Suburbs, ca. 1925
   - *New Growth, ca. 1975

Each packet will contain such documents as maps, pictures or prints, population graphs, real estate or other ads, information on building styles and historical events, personal accounts

2. Newsprint (preferably long sheet for time line)

Vocabulary:

environment
natural environment
built environment
manmade environment
market
natural resource
industrialization
ghetto
ethnic group
discrimination
value
culture

Suggested Teaching Plan:

Class is divided into four groups. Each groups is given a packet of material pertaining to one period in Alexandria history. Each group is responsible to present an oral and written report, with visual documentation where possible, of life in the community at that time.

Students prepare, either in their groups or as a class, a timeline of important events in Alexandria history and note by sketch or picture information about the shape of the town/city at that time.

Teacher and students discuss why buildings and spaces and streets probably looked the way they did at that particular time.

Issues:

*Transportation
*Trade
*Industry
*Ethnic Groups
*Population

fold here

PERIODIZATION BY URBAN TRANSPORTATION

AN HISTORIAN'S PERIODS

1750

1775

Frontier Paths and Trails:
to 1830

1800

Frontier Settlement:
to 1830

1825

Walking City
1830-1860

Prairie Seaport:
1830-1850

1850

Railroads Build a City:
1850-1870

1875

Dynamic Metropolis:
1870-1900

Streetcar City
1860-1949

1900

Prosperity Years:
1900-1930

1925

Depression and War:
1930-1945

1950

Redevelopment:
1945-1980

Automobile City
1949-present

1975

Contemporary Chicago:
1980-present

2000

42

The Chicago Neighborhood History Project is supported by the National Endowment for the Humanities

From the Generalized Land Use Plan, November 1961, Alexandria Planning Dept.

BASIC STATISTICS OF THE CITY OF ALEXANDRIA VIRGINIA

POPULATION.....

1790.....	2,748
1800.....	4,971
1810.....	7,227
1820.....	8,218
1830.....	8,241
1840.....	8.459
1850.....	8,734
1860.....	12,652
1870.....	13,570
1880.....	13,659
1890.....	14,339
1900.....	14,528
1910.....	15,329
1920.....	18,060
1930.....	24,149
1940.....	33,523
1950.....	61,787
1951.....	62,600*
1952.....	74,500*
1953.....	77,000*
1954.....	81,000*
1955.....	83,000*
1956.....	84,310
1957.....	85,570*
1958.....	87,000*
1959.....	89,500*
1960.....	91,023
1961.....	94,381*

* Estimates

PUBLIC STREETS BY CENSUS TRACT.....

1.....	10.6
2.....	7.5
3.....	10.0
4.....	5.0
5.....	5.1
6.....	7.7
7.....	8.3
8.....	14.6
9.....	16.2
10.....	5.3
11.....	11.2
12.....	12.4
13.....	10.7
14.....	10.5
15.....	10.5
16.....	7.3
17.....	6.9
18.....	11.5
19.....	7.8
20.....	11.0
Total.....	189.1

AREA.....

Original town...	60 acres	or .093 sq. mi.
1749 - 1853 *...	750 acres	or 1.2 sq. mi.
1853 - 1915.....	750 acres	or 1.2 sq. mi.
1915 - 1930.....	1,699 acres	or 2.6 sq. mi.
1930 - 1952.....	5,195 acres	or 8.1 sq. mi.
1952 - ?	9,995 acres	or 15.6 sq. mi.

* During this period the City of Alexandria grew in area by several small annexations.

DOWN TOWN STREETS AND BLOCKS.....

The streets Union and Lee are 50 feet wide; Washington and Franklin are 100 feet wide; all other grid pattern streets are 66 feet.

The blocks are 353' 2", north and south and 246' 10", east and west in the grid pattern except for the blocks between Union and Lee which are 300 feet east and west.

GENERAL PROPERTY EVALUATION BY CENSUS TRACTS

Census Tract	Value of Owner Occupied	Monthly Rent of Rental Units
1.....	$ 8,436,600	$ 51,360
2.....	2,226,400	72,828
3.....	11,625,600	41,706
4.....		3,422
5.....		Shirley Duke
6.....	13,085,700	14,040
7.....	6,033,400	18,018
8.....	17,680,000	78,933
9.....	28,029,900	32,428
10....		Parkfairfax
11....	8,290,200	167,256
12....	12,822,600	146,902
13....	10,604,500	50,154
14....	11,497,200	76,258
15....	15,859,900	39,004
16....	5,544,000	46,637
17....	1,887,300	30,324
18....	6,574,500	136,161
19....	3,626,000	56,925
20....	12,556,700	214,290
Totals	$ 176,394,500	$ 1,600,290

The above table is a projection of the median values and rents from the 1960 U. S. Census

VACANCY RATE.....There are 1182 vacant units; 4.14% of all units.

ALEXANDRIA ARCHAEOLOGY

SITE SUMMARY

THE COLEMAN SITE

The property in front of you is currently being excavated by the City of Alexandria Urban Archaeology Program. Community volunteers are working with the City archaeologists and historians to uncover 18th and 19th century artifacts that depict what life was like in this neighborhood 150 years ago.

This site provides an unique opportunity for determining the different kinds of lifestyles that once existed in this neighborhood. The Fairfax Street side of the Coleman Site was occupied by wealthy and middle class white families, while the three Royal Street houses (no longer standing) were rented by free black workers.

Alexandria, and this neighborhood in particular, has a long history of free black communities. Unlike the area around the Alfred Street Baptist Church, this neighborhood consisted of both black and white families throughout most of its past. The Alfred Street area was predominately black and the location of Alexandria's earliest free black neighborhood, forming about 1802.

In the 18th century the South Fairfax and Royal Streets neighborhood was composed of both wealthy white families and their slaves as well as poor white seamen and dock workers. In the early 19th century, free blacks started living and working in this part of town. Some wealthy white families continued to reside here, often renting to black households.

The Fairfax Street History

The Coleman family bought a rectangular strip of property spanning this block from Fairfax to Royal Streets in the 18th century. They built one part

of the Fairfax Street house you see today. The Coleman cooper's shop was also erected on what was later referred to as 418 South Royal Street - the northern half of this vacant lot. With the senior Coleman's death, the property was divided into smaller parcels for his wife and children. One son, James, gradually acquired all the parcels and expanded the house. The undeveloped Royal Street area was subdivided and a duplex constructed in about 1820 for rental purposes. The Coleman family continued to own the property until the late 19th century. The Knight family bought the entire area in the 20th century, razed the deteriorating duplex, and created a garden plot.

The Royal Street History

If you were standing here 150 years ago, you would be facing two wood frame structures, the homes of three free black families. Renting from the Colemans the occupants, such as the George Brooks family, were draymen (cart drivers), laborers, and house servants. Some families, like the William Dudleys, saved and bought their own homes. These people stayed in the neighborhood - the Dudleys only moved next door to 424 South Royal!

The foundations of the cooper shed (to the left) and the duplex have been uncovered in the front part of the site. The duplex fireplace is exposed as well as a pathway between the houses. A cobblestone pathway leads from the back of the cooper's shed to the Coleman House. This path was rebuilt three times over the years, perhaps indicating a continuing interaction between the black and white families.

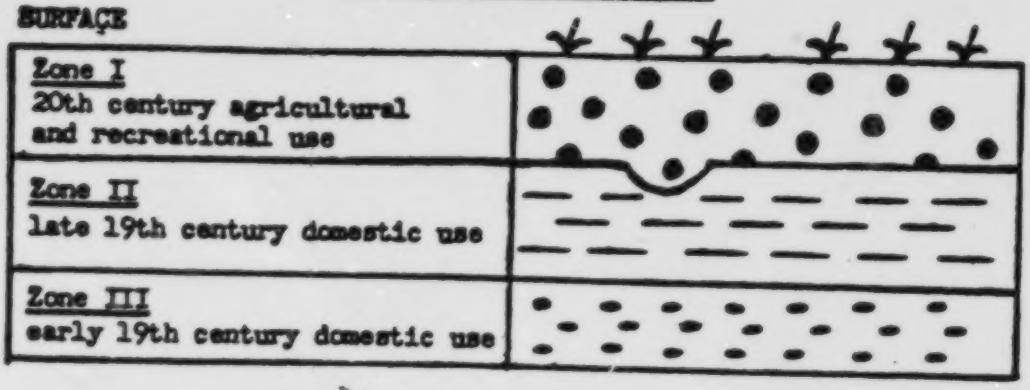
The Royal Street Archaeology

An archaeological site has different levels as you dig down from the present ground surface. Each level, or zone, can represent a different time period; thus, the remains of different families' activities. We have found

45

three such time zones in the back yards of the black sites by digging 1 meter (30 inch) squares.

COLEMAN SITE SOIL PROFILE



The top zone (I) is very dark, evidence of the gardening and horse plowing that occurred in the 20th century. Many toys are scattered in this zone which may mean that the Royal Street site also served as a play area. The lower two zones contain household materials that were discarded in the 19th century. Food remains (bones and shells), cooking and dining ceramics, glass bottles, metal, and toys have been uncovered. It is from these materials that a description of changing lifeways of the black families and their white neighbors will be written. The artifacts are now being studied at the Alexandria Archaeology Center, 625 King Street, second floor.

If anyone has information about this site's or neighborhood's past, we would appreciate hearing from you. Please call the Alexandria Urban Archaeology Program at 838-4399. Historic photographs and letters would be particularly helpful in reconstructing this neighborhood's heritage.

We express thanks to Mr. Roger Digilio and OTV for their support in this research. We also acknowledge the Virginia Historic Landmarks Commission for funding both the City Survey which located the Coleman Site and the Alexandria Afro-American Neighborhood Project which supports the excavation, artifact analysis, oral history, and architectural study.

CHANGING NEIGHBORHOODS

Part II, Lesson II: A Walk Through History

Theme:

A close examination of some of Alexandria's buildings will help students better understand the city's history.

Student Objective:

Students will:

1. Take a walking tour on Prince Street and examine the change in architectural styles and building technologies from the Potomac River to West Street
2. Identify characteristics of buildings in four different historical periods
3. Draw conclusions about how people and space interacted in each of those four eras

Suggested Time: Half day field trip

Materials:

Transportation to Bicentennial Center

Extensions:

1. Students document field trip with written reports, photographs or drawings
2. Students add significant buildings on Prince Street to the Alexandria history time line in the classroom.
3. Students choose one era in Alexandria history and write a diary for a young person living on Prince Street at that time.

AN APPROACH TO ANALYZING ARCHITECTURE

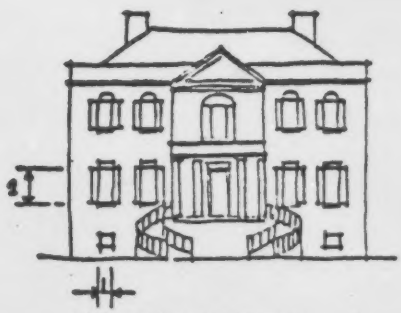
Following is a 16 point checklist for observing and analyzing the facades of buildings. This is taken from the design review criteria used in Savannah, Georgia and published in Historic Preservation Plan for the Central Area General Neighborhood Renewal Area, Savannah, Georgia, Housing Authority of Savannah (Eric Hill Associates, Planning Consultants, and Paul Muldawer of Muldawer & Patterson, Architects and Urban Designers).

1. Height - The actual height of the structure and its relationship to the other buildings on the block.

2. Proportion of the building's front facade - The relationship between the width and height of the front elevation of the building.

RATIO PROPORTION 1-1½

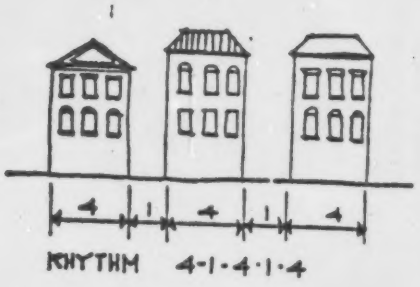
3. Proportion of openings within the facade - The relationship of the width to height of windows and doors.



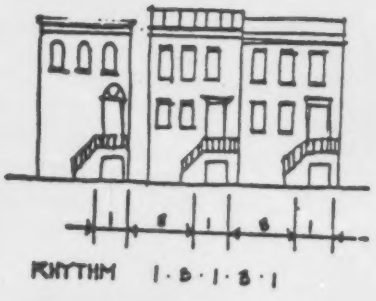
WINDOW PROPORTION 2-1

4. Rhythm of solids to voids in front facade - Rhythm being an ordered recurrent alternation of strong and weak elements. Moving by an individual building, one experiences a rhythm of masses to openings.

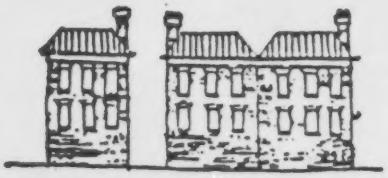
5. Rhythm of spacing of buildings on streets - Moving past a sequence of buildings, one experiences a rhythm of recurrent buildin masses to spaces between them.



6. Rhythm of entrance and/or porch projections - The relationships of entrances to sidewalks. Moving past a sequence of structures, one experiences a rhythm of entrances or porch projections at an intimate scale.



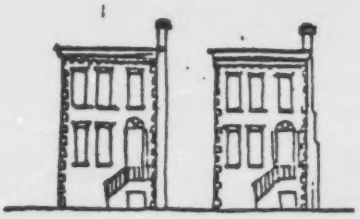
7. Relationship of materials - Within a building or area, the predominant material may be brick, stone, stucco, wood siding, or other material.



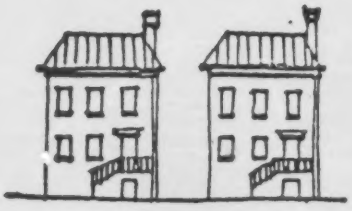
8. Relationship of textures - The predominant texture may be smooth or rough or another textural quality.

9. Relationship of color - The predominant color may be that of a natural material or a painted one, or a patina colored by time. Accent or blending colors of trim is also a factor.

10. Relationship of architectural details - Details may include cornices, lintel, arches, quoins, balustrades, wrought iron work, chimneys, etc.



11. Roof shapes and relationships to other roof shapes - Gable, mansard, hipped, flat, are some of the possible shapes. The relationship of the roof shape of one building to that of another building's is important.

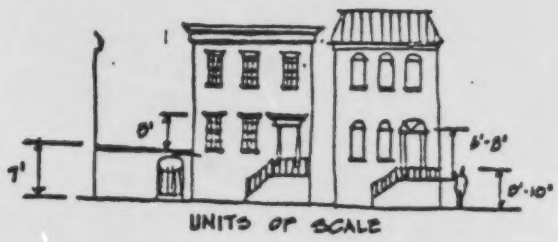


12. Walls of continuity - Physical ingredients such as walks, fences, evergreen landscape masses, building facades, or combinations of these, form continuous cohesive walls of enclosure along the street.

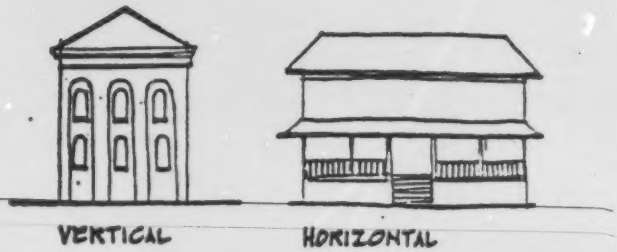
13. Landscape design and relationships to other landscaping - The landscape variety and style should be identified and viewed against other designs on the street. The predominance of a particular quality and quantity of landscaping is significant. Mass and continuity are concerns.

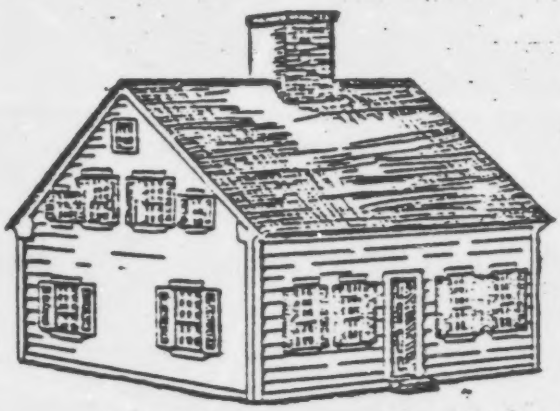
14. Ground cover - There may be an extension of site design to include brick pavers, cobble stones, granite blocks, concrete, tabby, or other material.

15. Scale - Scale is created by the sixe of units of construction and architural detail which relate to the size of man. Sclae is also determined by building mass and how it relates to open space. The predominant element of scale may be brick or stone units, windows, or door openings, porches and balconies, etc.



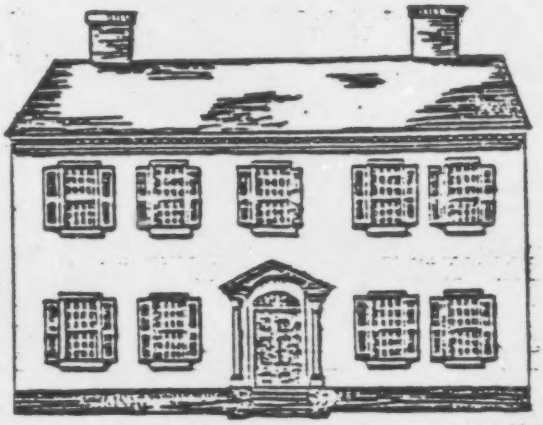
16. Directional expression of front elevation - Structural shape, placement of openings, and architectural details may give a predominantly vertical, horizontal, or a non-directional character to the building's front facade.





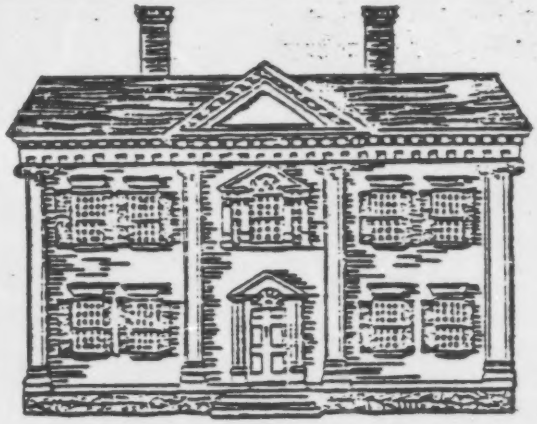
Cape Cod 1710-1830

CHARACTERISTIC DETAILS: Frame structure, one and one-half storeys high; low pitched roof; large central chimney: no dormers. Light for attic comes from windows in gable ends. To increase attic head-room, builders sometimes used a bowed ("ship's bottom") roof. Originally covered on all sides and roof with wood shingles that weathered gray. Later houses used clapboards. Three basic designs: Half House—two windows to side of front door; Three-Quarters House—two windows to one side of door and one to the other; Full Cape—two windows to each side of door.



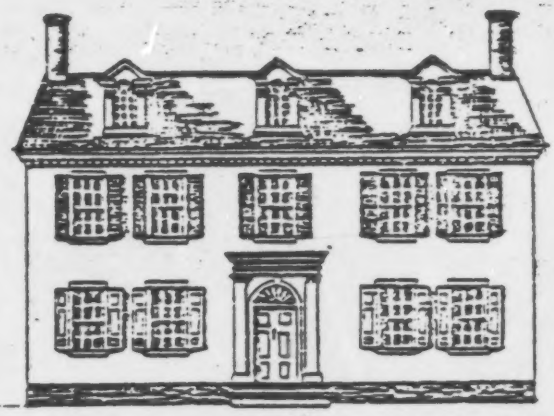
Early Georgian 1720-1760

CHARACTERISTIC DETAILS: Symmetrical design based on Roman classicism. Set on high foundation, with emphasis on entrance bay in middle of house. Wide panelled door had row of rectangular lights in door, or transom light above. Columns or pilasters frequently framed door, with pediment above. Plain colonial eaves were replaced with cornice, often with classicial features such as dentils. When dormers were used, they had triangular pediments and were spaced symmetrically. Usually had pitched roof; sometimes hipped. Executed in brick or wood.



Late Georgian 1760-1780

CHARACTERISTIC DETAILS: Heavy use of classical details...doorways surrounded with pilasters or columns, surmounted by cornice and/or pediment; semi-circular fanlight over door. Palladian (triple) window on second floor in center. Cornice on window caps. More elaborate houses would have projecting entrance pavillion topped by a pedimented gable. Use of columns and pilasters became more lavish, as did use of classical details in the cornice. Corners on masonry houses usually had stone quoins; on wood houses the quoins were often simulated in wood.



Federal 1780-1820

CHARACTERISTIC DETAILS: After the Revolution, house designers rejected much of the classical decoration of Late Georgian, but retained basic Roman symmetry. The result is often hard to distinguish from Early Georgian. Doorways retained pilasters and columns, usually topped with flat entablature. Elliptical fanlights over doors were popular. Simple frames around windows; corners unmarked by quoins or pilasters. Hipped roofs became more common, sometimes rimmed by a balustrade. Flat boarding sometimes used on exterior for a more classical effect.

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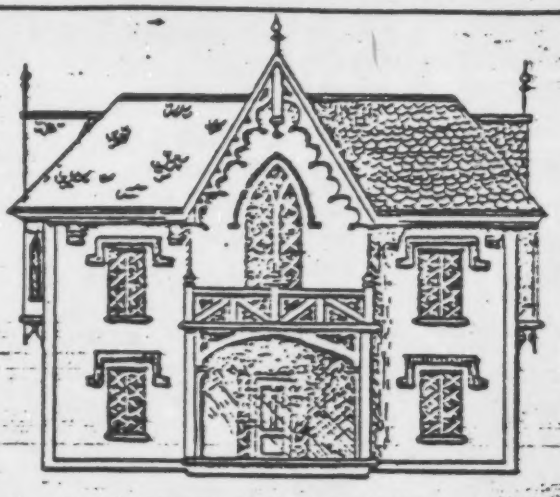
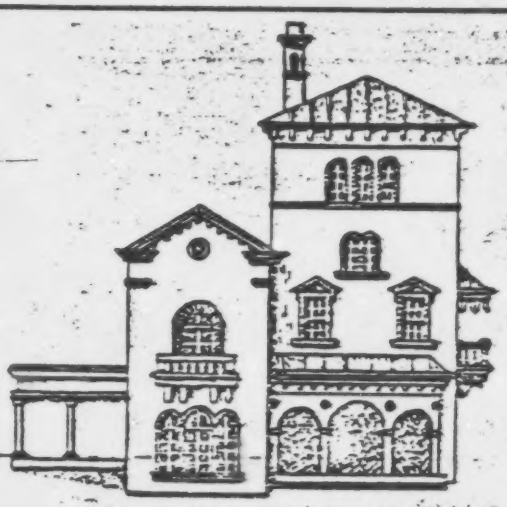
Greek Revival 1815-1840

CHARACTERISTIC DETAILS: Emphasis on columns (or pilasters), capitals and low triangular gabled pediment—all to create the effect of a Greek temple. Focus shifted from the long side of the house to the gabled end. Pedimented gable appears to rest on classical entablature, which is in turn supported by columns. More elaborate homes had a columned entrance portico—especially popular in the south. Windows are strongly vertical, with six-over-six panes. Lines are simpler and cleaner than Roman-influenced Georgian.



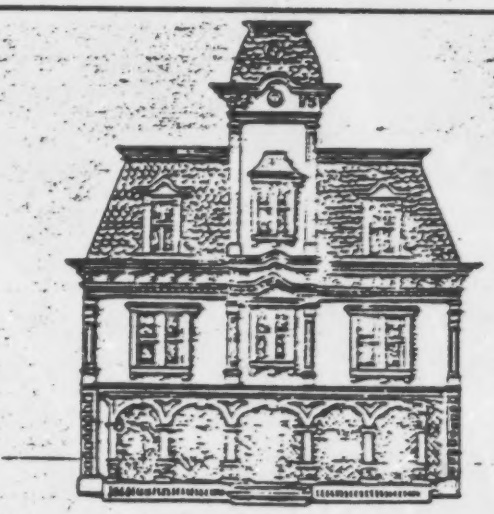
Gothic Revival 1835-1880

CHARACTERISTIC DETAILS: Objective was to recapture the romance of medieval buildings. Emphasis was on vertical effect, achieved through multiple sharply pointed gables with slender finials at the peaks. Windows were tall and slender, sometimes topped with a lancet arch. Casement windows with leaded diamond-shaped panes were also popular. Wooden verge boards under eaves—and other decorative woodwork—was cut with medieval motifs such as trefoils, quatrefoils, gothic crosses and other pointed symbols.



Italianate 1845-1885

CHARACTERISTIC DETAILS: Designed to resemble Italian country villas. Asymmetrical arrangement of squared shapes and lines. Flat or low-pitched roofs; extended eaves that emphasize deep and heavy cornices set with ornate brackets. Plain horizontal decorative bands. Tall, slender windows, some with rounded heads. Square-pillared porches; semi-circular arches; tall square tower or cupola; balconies set on stout, ornate brackets.



Mansard 1855-1885

CHARACTERISTIC DETAILS: Easily recognized by highly distinctive roof line. Extra living space on top floor is gained by bending out the slope of the roof. The Mansard roof is pierced by a dazzling variety of dormer windows: Rectangular, pointed, gabled, round—even double rows of dormers. Dormers often ornamented with pediments and console buttresses. Slate often used on steep slope of roof. Also called Second Empire style.

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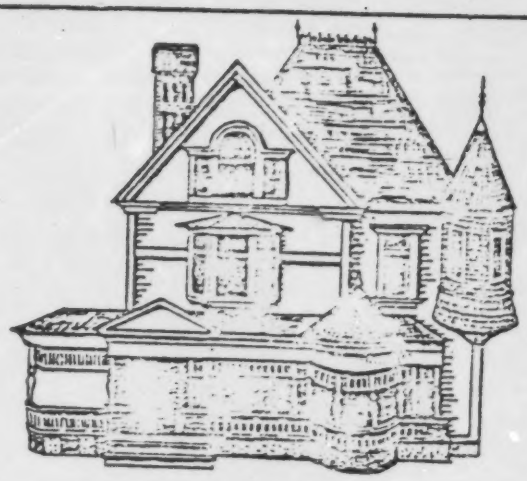
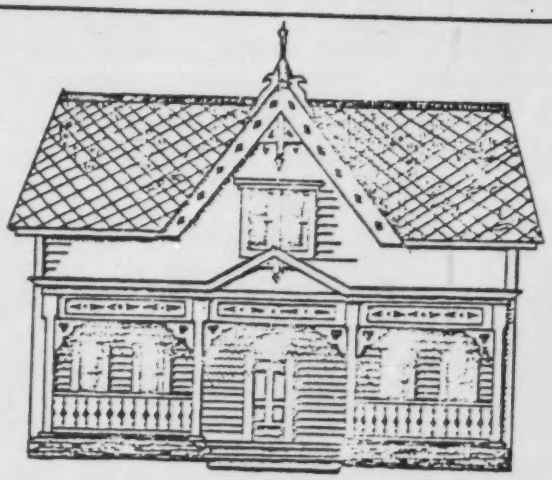


Queen Anne 1875-1900

CHARACTERISTIC DETAILS: A picturesque massing of variety of shapes and textures in a non-symmetrical composition. Gables, dormers, chimneys, round turrets and oriel windows used freely. Porches feature delicately turned spindlework; horizontal decorative bands. Brick chimneys usually fluted, with large caps. In brick, terra cotta used for decoration. In wood, smooth boards are mixed with clapboards and shingles for variety.



Carpenter Gothic 1870-1910

CHARACTERISTIC DETAILS: Sawn wood ornament at peaks of gables, in verge boards under gables, and on porches. Even porch railings and aprons sometimes have sawn patterns. Designs may be holes and slots cut out of wood—or pieces applied to other boards. Sawn brackets appear on porch posts and on cornice. Ornament depends more on whim of the carpenter-builder than on any architectural style. This type of ornament also called "gingerbread."

CITY ROW HOUSES: Although they had only the front surface to work with, designers captured the essence of various styles in row houses... Doorways with fanlights and sidelights in Federal; Arched windows and heavy brackets on Italianate; Using the Mansard roof with countless dormer variations; Dentilled cornice with classical columns and architrave on Greek Revival doorway; Dazzling variety of gables, bays, textures and horizontal banding on Queen Anne.

Old-House Journal
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BROOKLYN, NY 11217
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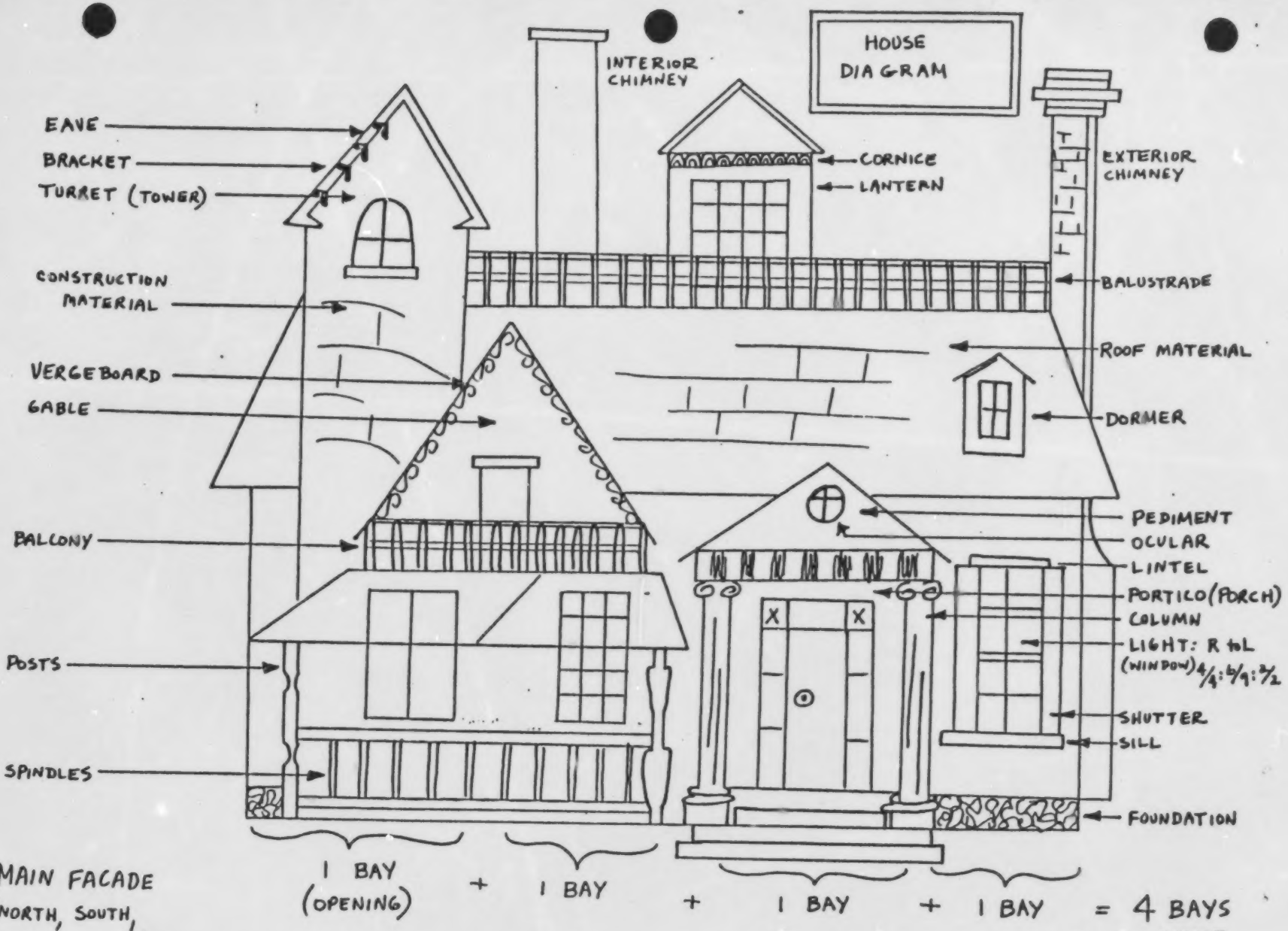
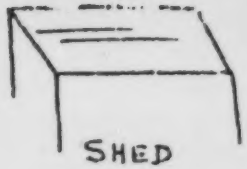
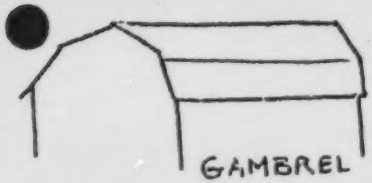
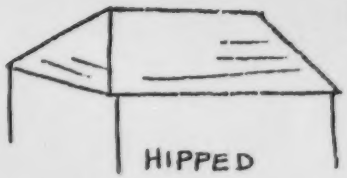
THE OLD-HOUSE JOURNAL is a monthly publication specializing in preservation and restoration information for houses built prior to 1914. Articles emphasize practical, do-it-yourself techniques. Subscriptions are available at $12 per year.

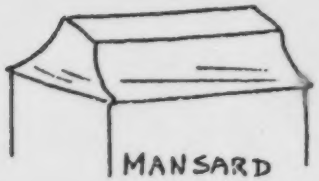

HOUSE DIAGRAM
INTERIOR CHIMNEY
EAVE
BRACKET
TURRET (TOWER)
CONSTRUCTION MATERIAL
VERGEBOARD
GABLE
BALCONY
POSTS
SPINDLES
CORNICE
LANTERN
EXTERIOR CHIMNEY
BALUSTRADE
ROOF MATERIAL
DORMER
PEDIMENT
OCULAR
LINTEL
PORTICO (PORCH)
COLUMN
LIGHT: R to L (WINDOW) 4/4 : 4/4 : 3/2
SHUTTER
SILL
FOUNDATION
1 BAY (OPENING) + 1 BAY + 1 BAY + 1 BAY = 4 BAYS WIDE
MAIN FACADE (NORTH, SOUTH, EAST OR WEST)

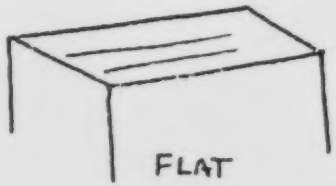
ROOF TYPES



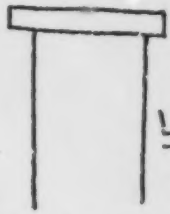




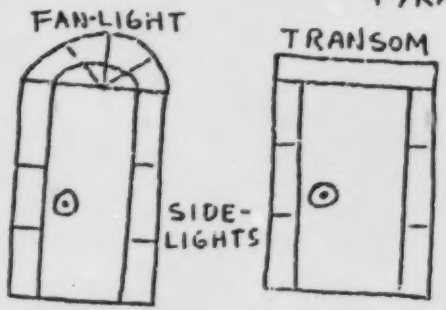




ARCH TYPES



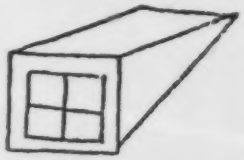
DOOR LIGHTS



ROOF MATERIALS

WOOD SHINGLE
ASPHALT SHINGLE
SLATE
TILE

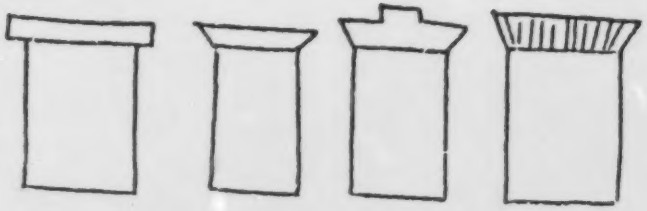
DORMER TYPES



CONSTRUCTION MATERIALS

FRAME
BRICK
STONE
COBBLESTONE
STUCCO
WOOD SHINGLE

LINTEL TYPES



ARCHITECTURAL
DETAIL
AND VARIETY

CHANGING NEIGHBORHOODS

PART III: THE CONTEMPORARY CITY

57

CHANGING NEIGHBORHOODS

Part III, Lesson I: Alexandria: Still Changing

Theme:

Alexandria is a community that is still growing and changing. Transportation continues to play a major role in that change. The city government has created a process to control change in the community.

Student Objectives:

Students will:

1. Use contemporary city planning documents, graphs and tables to find information in this unit
2. Identify the areas of major growth and potential growth in Alexandria
3. Learn the political process by which development decisions are made in this community

Materials:

1. Existing Land Use Map of Alexandria
2. Long Range Land Use Map of Alexandria
3. Neighborhood Map of Alexandria
4. Edited Documents from City Annual Report
5. A Citizen's Guide to Planning Commission Meetings

Suggested Time: One class period

Vocabulary:

zoning	low density
land use	high density
residential	developer
commercial	building survey
industrial	vacant land
mixed use	city planner

mayor	architect
city council	landscape architect
planning commission	zoning ordinance

Suggested Teaching Plan:

A. Teacher leads discussion beginning with review of previous exploration of how to learn about communities.

Teacher introduces two new maps: Existing Land Use Map and Long Range Land Use Map. Students compare the impact of plans on neighborhoods with which they are familiar. What are the areas of greatest proposed change? What kind of change? Will transportation play a role in this development? If yes, how? If not, why not?

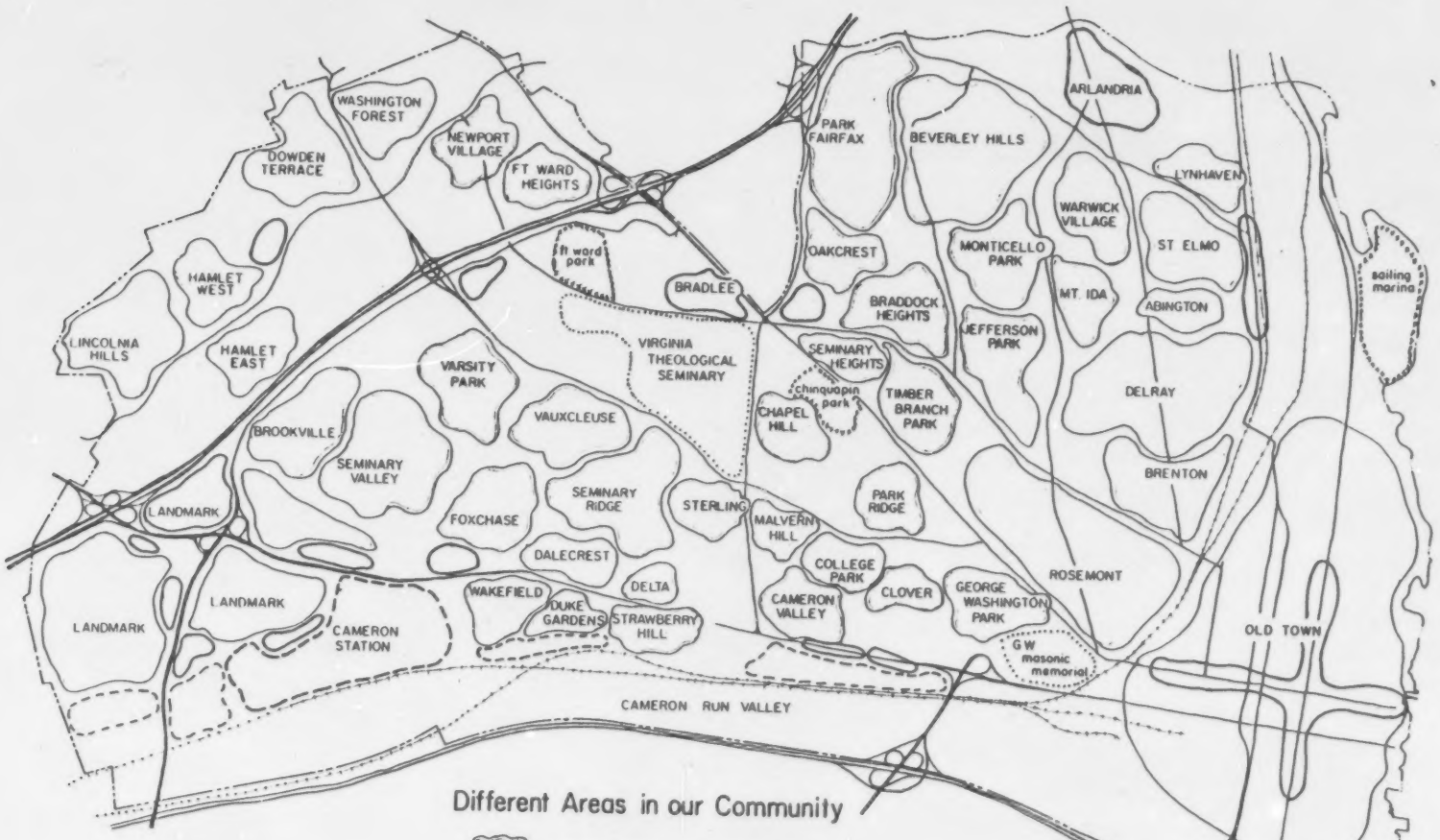
B. Who makes the decisions about what change takes place? Teacher poses question: If we wanted to build a store next to the school to serve hots dogs to students, what steps would we have to take? Teacher-led explanation of zoning, laws, planning commission and planning department.

Extensions:

1. Students document in written or visual form some change taking place in their own neighborhood, or some change they would like to take place. Describe the change and draw some conclusions about its possible benefits or drawbacks to the community.
2. Using the Map of Development Approved Within the Last Year and the present and proposed Land Use Maps, determine if development in Alexandria is happening in the areas where the city planners are projecting it will happen. If not, what should be done.
3. Visit a Planning Commission Meeting and report to the class.

PLEASE NOTE: Members of the Alexandria Planning Department will come to the classroom to team teach this lesson.

NEIGHBORHOODS IN ALEXANDRIA

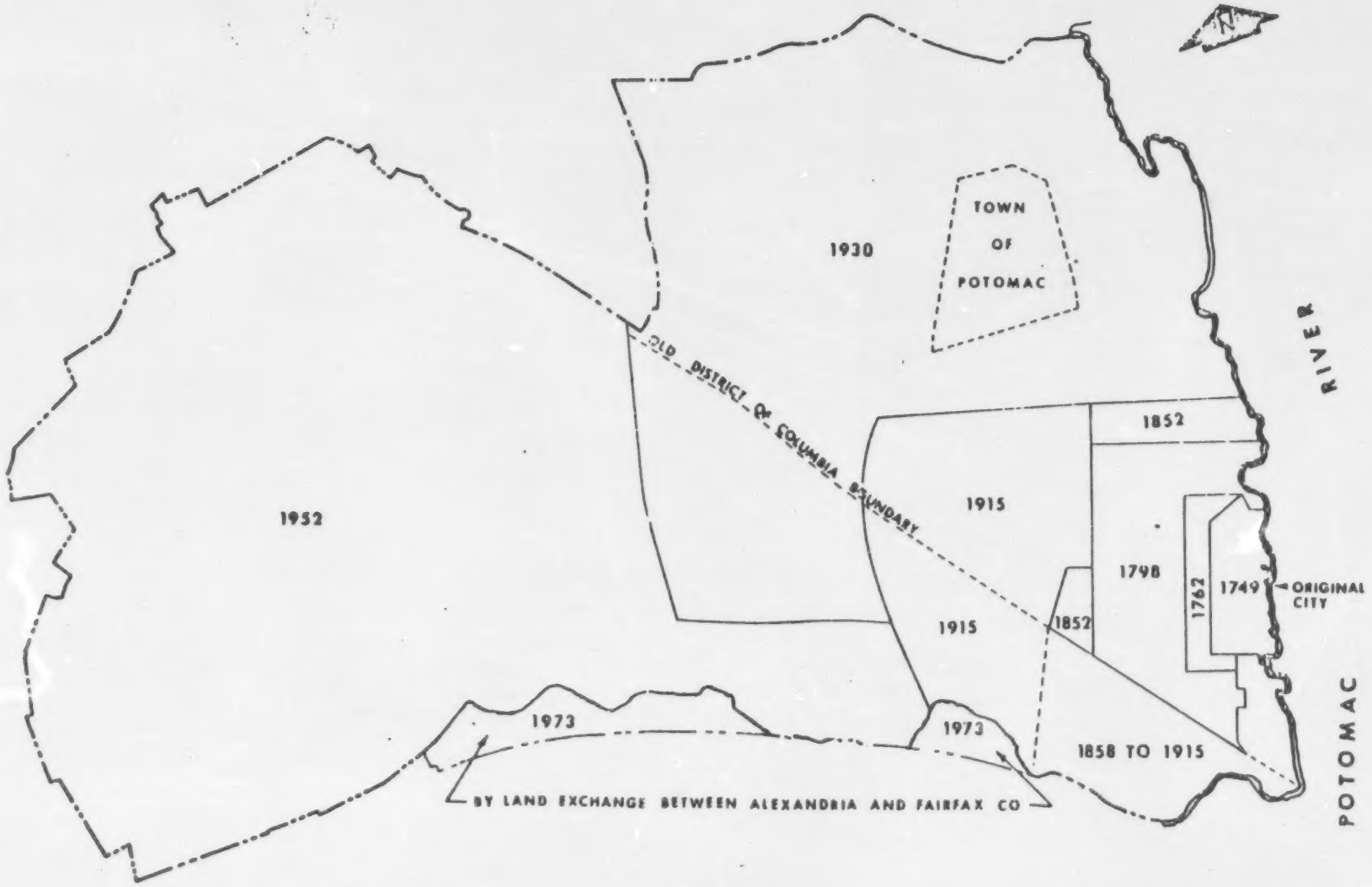


PUT A BIG X ON YOUR NEIGHBORHOOD.

COLOR THE DIFFERENT AREAS IN OUR COMMUNITY.

Different Areas in our Community

- red — RESIDENTIAL NEIGHBORHOOD
- yellow — COMMERCIAL AREA
- blue — INDUSTRIAL AREA
- green — RECREATIONAL AREA
- orange — INSTITUTIONAL USE



GROWTH OF ALEXANDRIA BY ANNEXATION

MAP 2

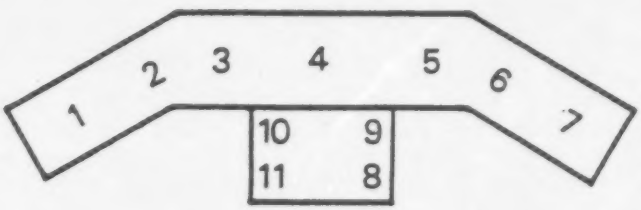
A CITIZEN'S GUIDE TO PLANNING COMMISSION MEETINGS

The Alexandria Planning Commission is responsible for recommending to City Council the adoption of a Master Plan for the City and revisions to it; the Commission approves subdivision plats;considers requests for rezonings, vacations and encroachments, special use permits, and acquisition or sale of land by the City. Its recommendations on rezonings, Master Plan amendments, and special use permits are reviewed by the City Council for final approval or denial. The Commission is composed of seven members appointed for staggered four-year terms.The Commission does not have its own staff, but receives support from the Department of Planning and Community Development, whose Director serves as Secretary to the Commission.

The Commission holds regular public meetings on the first Tuesday of each month except August, and at other times as necessary. In addition it schedules rezoning hearings every other month beginning in September, and has public work sessions on the Thursday before its Tuesday meeting. Meetings are held in City Council Chambers (second floor of City Hall, 125 N. Royal Street) at 7:30 pm.

The Planning Commission docket is available by subscription for an annual fee of $10 (contact the Zoning Division of the Planning Department at 838-4688). Individual dockets are available in Council Chambers prior to each meeting. Additional material for each item, including site maps and staff analyses, are available from the Planning Department on the Friday preceding the Planning Commission meeting and in Room 202 of City Hall on the evening of the meeting.

A SPECTATOR'S VIEW OF PLANNING COMMISSION



Commission Member	Original Appointment	Appointment Expires
1. William B. Hurd	2/81	2/85
2. Anne W. Montgomery	2/79	Concurrent with term on Board of Zoning Appeals
3. N. Vernon Cockrell	3/62	2/83
4. T. Edward Braswell, Jr.	2/64	2/85
5. James E. Hoben	6/80	2/85
6. Arthur Word	2/79	2/83
7. Allan L. Kamerow	2/71	2/83

City Staff

8. Engin Artemel, Director, Department of Planning and Community Development, and Secretary to the Commission
9. Stenographer
10. Staff, Office of City Attorney
11. Staff, Department of Planning and Community Development or Transportation and Environmental Services

DEVELOPMENT CONTROLS

The Master Plan guides all development in the City. Based on analyses of the City's needs and development potentials, the Plan presents generalized land uses for the City. It also analyzes the City's need for housing, community facilities, and transportation systems, and suggests public action that should be taken to meet the City's needs. The present Master Plan was adopted in 1974.

The City enforces the Master Plan through zoning. Zoning regulations have two elements: 1) the zoning text, defining permitted uses and requirements for properties in each zone, and 2) the zoning map, showing specific boundaries of each zone.

The Department of Planning and Community Development has prepared a Zoning Use Digest summarizing the key provisions of each residential, commercial, and industrial zone in the City. It is available free of charge by calling the Zoning Division at 838-4688. The zoning map and the land use plan map are available for $2 each by calling the same number.

Prepared by the League of Women Voters of Alexandria with the assistance of the Department of Planning and Community Development.
Published by the League of Women Voters Education Fund, August 1981.

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MAJOR ISSUES

In the next two years, the Planning Commission will be considering several issues of general interest. The Land Use element of the Citywide Consolidated Master Plan, adopted in 1974, is currently being updated by the Planning staff and is scheduled for Commission review in fall 1981. Two small-area plans are scheduled to be reviewed for adoption as amendments to the Master Plan:

- Braddock Road Metro Station Area Plan (fall 1981)
- Potomac West Area Plan (fall 1981)

These plans contain detailed analyses of neighborhoods in which development activity is anticipated, and provide more specific guidelines to appropriate development than provided in the Citywide Master Plan. Once legal issues regarding the Alexandria waterfront have been resolved, it is likely that staff will develop a waterfront plan for eventual consideration by Planning Commission.

Finally, the Planning Commission will consider items related to the implementation of adopted small-area plans (those mentioned above and the King Street Metro Station Area Plan, already adopted).

TYPES OF DOCKET ITEMS

Adoption of Master Plan: The Planning Commission may recommend adoption of the Master Plan by resolution (requiring a majority vote). At intervals of not more than five years, it may recommend adoption of amendments, extensions, or additions to the Master Plan, as required by changing conditions in the City.

Section 9.06: Section 9.06 of the City Code provides that in cases where the City wishes to dispose of land it owns, or to acquire privately-held land, the Planning Commission must review the proposed action for consistency with the provisions of the adopted Master Plan.

Rezoning: The Planning Commission may recommend to Council that a parcel of land be reclassified. It may also comprehensively rezone an area due to changes in conditions in the City.

Special Use Permits: Certain uses of land within a zone may be detrimental to neighboring properties if proper safeguards are not taken. The Planning Commission may impose certain conditions which must be complied with before the use will be permitted in the zone.

Variance: Because a zoning code cannot provide for every possible contingency without undue complexity, an individual property owner may suffer hardship because of unusual topography of a lot. In such a case, the Planning Commission may grant a variance, permitting the property owner to develop his land.

Easements: The Planning Commission may grant a landowner access to land held by another landowner, if denial would cause hardship.

SIMPLIFIED PROCESS FOR REZONINGS, MASTER PLAN REVISIONS, AND ZONING TEXT AMENDMENTS

1. Request filed with Department of Planning and Community Development
2. Planning Department researches existing zoning, land use plan, and major thoroughfare plan provisions for the site and conducts other appropriate studies
3. Item is docketed for public hearing; notices are sent to neighboring property owners and area civic associations; placards are posted on the property (ies); notice is placed in the Alexandria Gazette (7 days prior to Planning Commission meeting)
4. Planning Commission holds public hearing and makes recommendation to City Council to deny, approve, or refer back (within 60 days of request in Step 1)
5. City Council holds public hearing and votes to approve, deny, or refer back to Planning Commission (at legislative session following Planning Commission meeting, allowing 7 days for public notice).

STAFF SUPPORT TO THE PLANNING COMMISSION

Four divisions of the Department of Planning and Community Development support the Planning Commission.

The Comprehensive Planning Division studies future needs of the City, prepares neighborhood plans, and updates the City's Master Plan.

The Zoning Administration Division processes applications for special use permits and street vacations, reviews subdivision and site plans and zoning appeals, and enforces the Zoning Code and Subdivision Code.

The Special Projects Division conducts zoning studies, and provides staff analyses for rezonings, 9.06 items, and zoning text amendments.

The Design and Development Division reviews proposals submitted by developers to ensure that City codes and good design practices are met.

Citizens needing information on specific Planning Commission docket items or on planning and zoning issues in general should contact staff of the Department of Planning and Community Development (listed below with their area of specialization as of August 1981) or the Director of Planning, Engin Artemel.

Comprehensive Planning Division 838-4666

George Colyer:	Division Chief; Waterfront Plan
Larry Grossman:	Transportation, including Metro
Allan Baken:	Citywide Consolidated Master Plan

Zoning Administration Division 838-4688

Charles Moore:	Division Chief
Mark Kavanaugh:	Special Use Permits

Special Projects Division 838-4666

Pete Crabill:	Division Chief; Rezonings and Zoning Text Amendments
Terry Rixse:	Rezonings and Zoning Text Amendments

Design and Development Division 838-4666

Van Slaymaker:	Division Chief; Mt. Vernon Avenue Revitalization
Richard Pittman:	Cluster Review

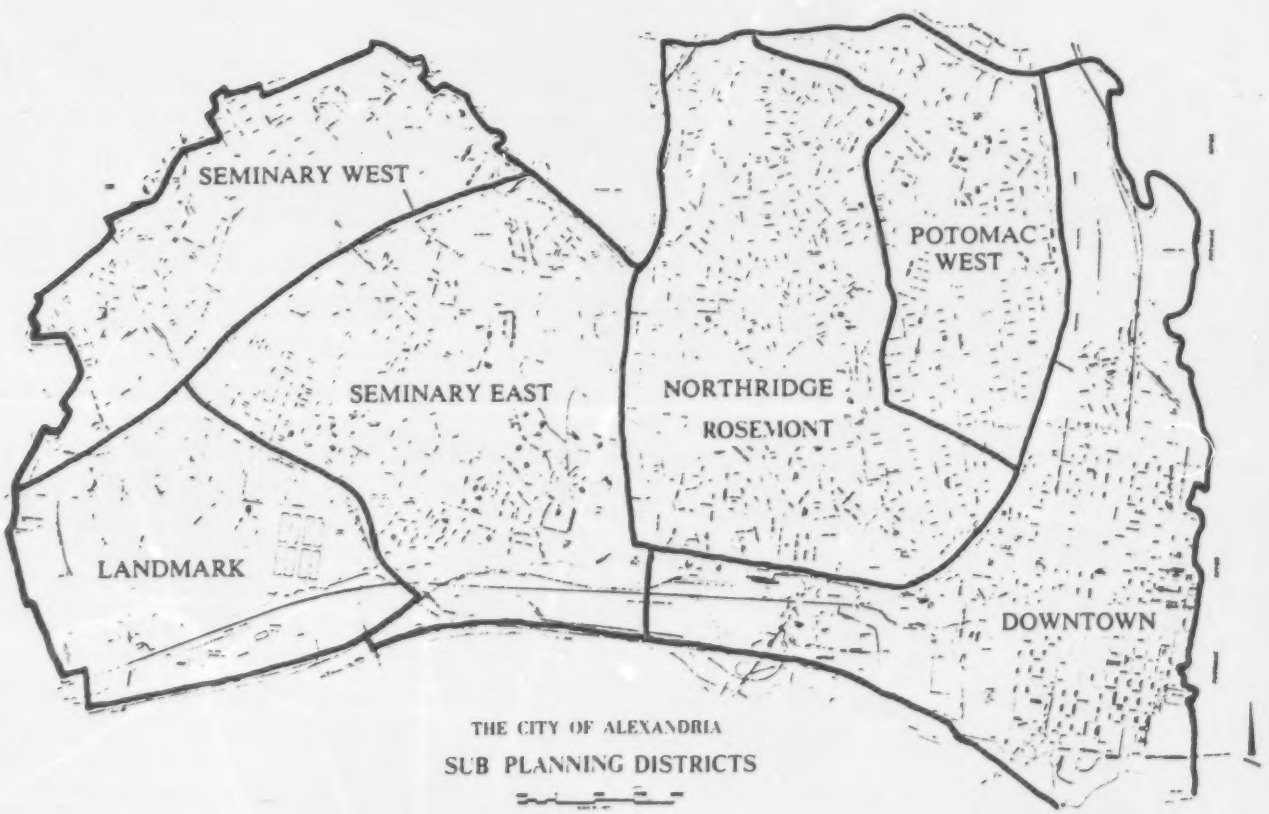
INTRODUCTION

This is the first in a series of reports putting the 1980 U.S. Census data for the City of Alexandria into geogrphic and historic context. In this report the City's census data will be compared with that of other jurisdictions in the Washington region (see Map 2). This comparison will be made for both the 1970 and 1980 U.S. Census in order to trace the demographic trends in Alexandria and the region.

Not only does the U.S. Census provide data for the City as a whole, but also for subdivisions of the City. These subdivisions, census blocks and tracts are too numerous to permit an easily comprehended analysis. A further obstacle to analysis has been caused by alterations to census tract boundaries for the 1980 U.S. Census.

In order to overcome these difficulties, the hundreds of census blocks and the thirty-two census tracts which are aggregates of blocks, have been grouped into six sub-planning districts (see Map 1). The sub-planning districts are small enough to maintain some unity of character or traditional identity while being few enough to make the analysis comprehendable.

This report concentrates on population growth, changes in the racial and ethnic composition of the jurisdictions, and household formation. Future reports will present a more detailed study of Alexandria's and the region's population and housing.



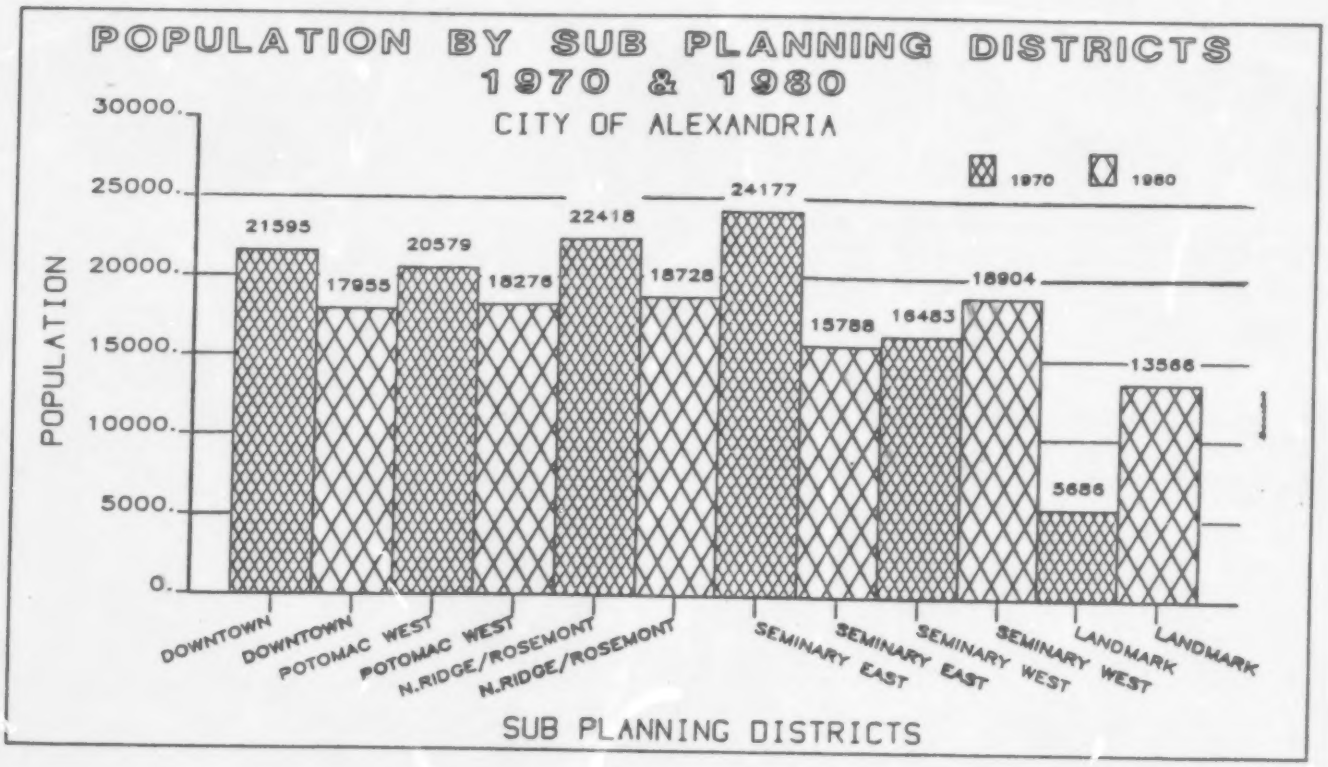
THE CITY OF ALEXANDRIA
SUB PLANNING DISTRICTS

table 2
City of Alexandria Population Change

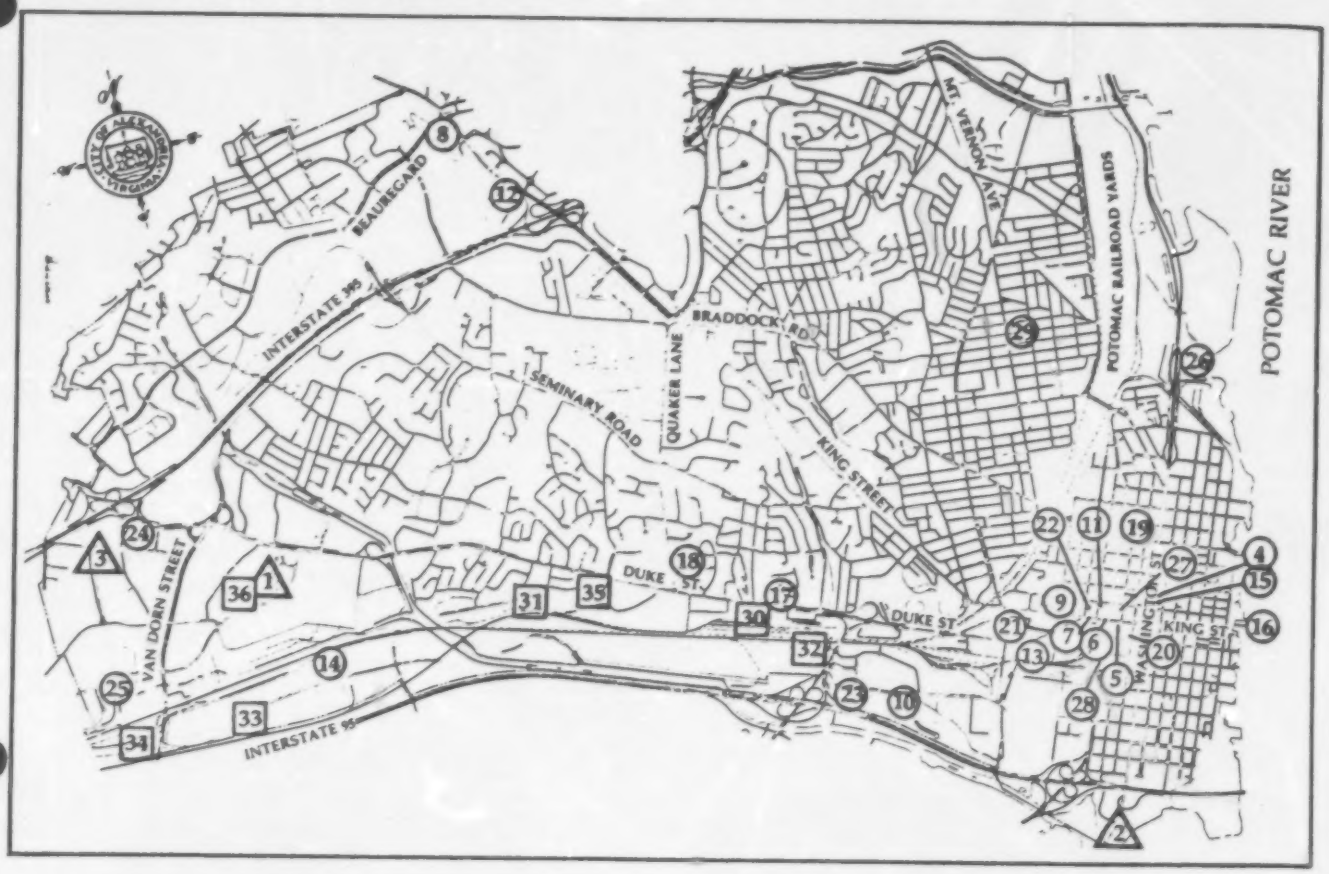
	1970	1980	Change	% Change
Downtown	21,595	17,955	-3,640	- 16.9%
Potomac West	20,579	18,276	-2,303	- 11.2%
North Ridge/Rosemont	22,418	18,728	-3,690	- 16.5%
Seminary East	24,177	15,788	8,389	- 34.7%
Seminary West	16,483	18,904	2,421	14.7%
Landmark	5,686	13,566	7,880	138.6%
City	110,938	103,217	-7,721	- 7.0%

Source: 1970 Census of Population and Housing Census Tracts, Washington,D.C., Maryland, Virginia, Standard Metropolitan Statistical Area.

1980 Census of Population, U.S. Department of Commerce, Bureau of the Census, Tape PL 94171.



MAP 3-1. LOCATION OF RESIDENTIAL, OFFICE AND INDUSTRIAL DEVELOPMENT APPROVED IN THE LAST YEAR[1]



MAP NO.	PROJECT	DWELLING UNITS/ NET FLOOR AREA[2]	UNDER CONST.
△	**RESIDENTIAL**		
1	Brigadoon Towers Condominium	276 D.U.'s	
2	Porto Vecchio Condominium	194 D.U.'s	
3	Park at Landmark Condominium *	954 D.U.'s	
		1424 D.U.'s	
○	**OFFICE**		
4	Berger Office Building	8,100 sq. ft.	
5	901 Prince St. Office Building *	8,400 sq. ft.	●
6	Prince St. School Office Building	16,200 sq. ft.	●
7	American Assoc. Motor Vehicles Office Building	14,400 sq. ft.	
8	Jefferson Memorial Hospital Addition	20,700 sq. ft.	●
9	West St. Station Townhouse Offices	13,300 sq. ft.	
10	American Trucking Association Office Building	170,000 sq. ft.	
11	Henry St. Townhouse Offices	14,800 sq. ft.	●
12	King St. West Townhouse Offices	56,600 sq. ft.	●
13	Duke St. Metro Center	36,800 sq. ft.	●
14	Bush Hill Office Buildings	52,100 sq. ft.	
15	Smith Building Addition *	4,100 sq. ft.	
16	Port of Alexandria *	64,700 sq. ft.	
17	Alexandria Professional Plaza	44,300 sq. ft.	●

MAP NO.	PROJECT	DWELLING UNITS/ NET FLOOR AREA[2]	UNDER CONST.
18	Dwyer Office Building	15,000 sq. ft.	
19	Minter, Morrison and Grant Office Building	22,000 sq. ft.	
20	Alfred St. Office Building	14,600 sq. ft.	
21	Bogle No. 1 Office Building	5,600 sq. ft.	●
22	1101 King St. Office Building	192,000 sq. ft.	
23	Hoffman Office Building No.3	338,000 sq. ft.	
24	AFGA Office Building	40,000 sq. ft.	
25	Boat Owner Association Offices	9,600 sq. ft.	
26	Potomac Investment Association Office Building	180,000 sq. ft.	
27	Rust Office Building Addition	11,000 sq. ft.	●
28	Dip Block 4 Townhouse Offices	21,600 sq. ft.	
29	All's and Company Office Bldg.	2,400 sq. ft.	
		1,376,300 sq. ft.	
□	**INDUSTRIAL**		
30	Roop Warehouse	3,200 sq. ft.	●
31	Capital Lighting and Supply	18,700 sq. ft.	●
32	WMATA Warehouse Addition	22,500 sq. ft.	
33	Manchester Warehouse	9,000 sq. ft.	●
34	Morgan Millwork Company Addition	20,000 sq. ft.	
35	Artifacts Inc. Warehouse	5,300 sq. ft.	
36	Public Storage Facility	50,500 sq. ft.	
		129,200 sq. ft.	

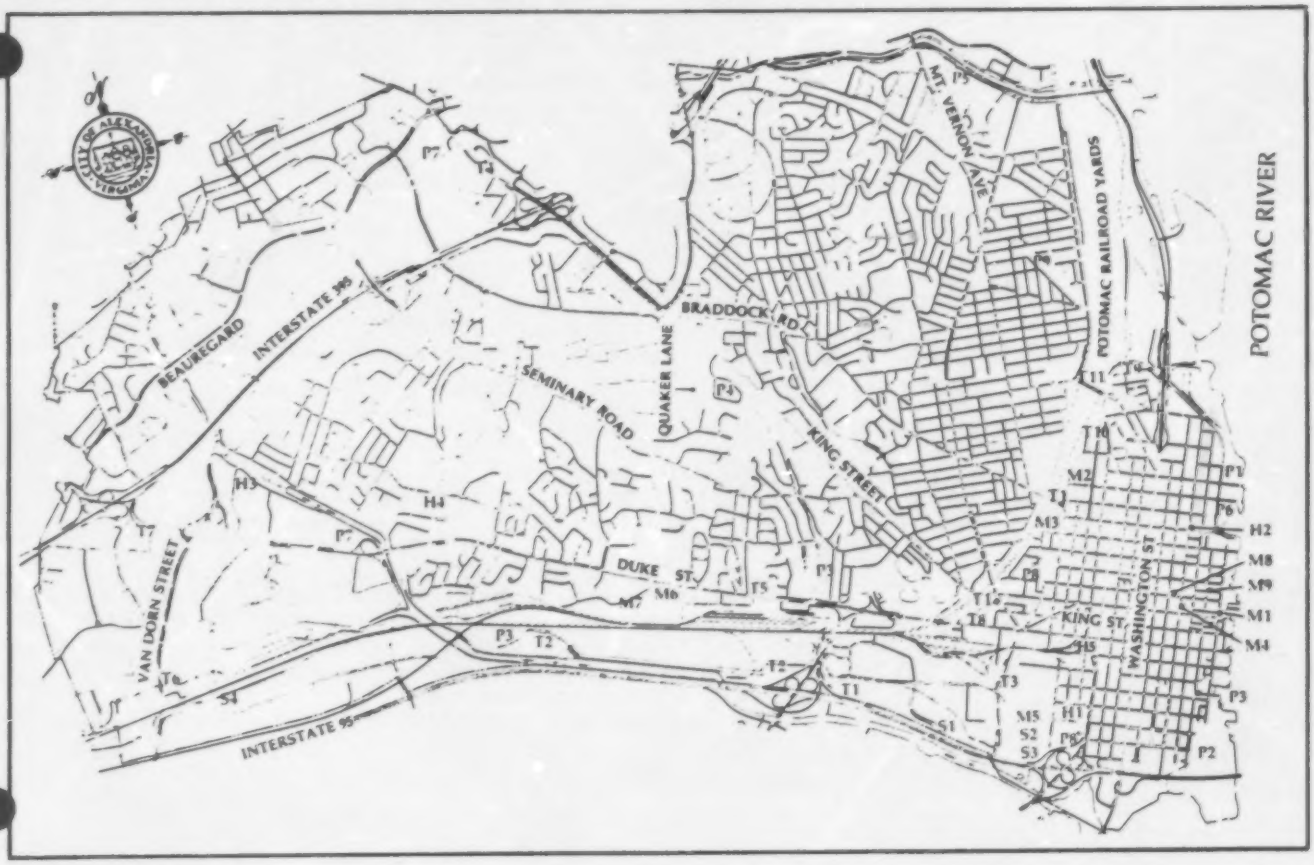
* Denotes re-approval of site plan

Source: Alexandria Department of Planning and Community Development

1) Developments with preliminary site plans approved Sept. 1981-Aug. 1982

2) Net floor area is gross floor area less elevators & stairs, mechanical rooms, underground parking and other areas not suitable for storage or occupancy.

MAP 13-1. MAJOR PUBLIC IMPROVEMENTS PLANNED AND IN PROGRESS (1982)



TRANSPORTATION PROJECTS

- T1 Metro Stations
- T2 Proposed Eisenhower Ave. Extensions
- T3 Proposed Holland Lane Improvements
- T4 Proposed Rt. 7 Widening (30th St. to Arlington County)
- T5 Proposed Duke St. Widening (Longview to Wheeler)
- T6 Proposed Van Dorn Street Grade Separation (Pickett-Eisenhower)
- T7 Proposed Duke St./S. Walker Street Intersection Improvements
- T8 Proposed King St./Diagonal Rd./Daingerfield Rd. Intersection Improvements
- T9 Proposed Slater's Lane Widening
- T10 Proposed N. Fayette St. Extension (Oronoco St. to Rt. 1)
- T11 Proposed Monroe Avenue Bridge Repairs

PARKS/RECREATION

- P1 Alexandria Canal Lock Excavation
- P2 Jones Point Bike Trail and Improvements
- P3 Angel, Potomac View and Cameron Valley Parks Improvement
- P4 Proposed Chinquapin Center
- P5 4 Mile Run Improvements
- P6 Oronoco Bay Improvements
- P7 Acquisition of Garrett Tract, Moore-Hill Tract
- P8 Lee Center and Durant Center Improvements
- P9 W&OD Right-of-Way

PUBLIC SAFETY

- S1 Proposed Police/Jail Complex
- S2 K-9 Facility
- S3 "Burn Building" at Fire Training Center
- S4 Police Pistol Range Renovation

MUNICIPAL SITES/FACILITIES

- M1 Torpedo Factory Renovation
- M2 Proposed "Braddock Place" Development
- M3 John Roberts Housing Sale
- M4 City Hall Renovation
- M5 Printing & Central Storage Facility Improvements
- M6 City Shop Improvements
- M7 T&ES/Transportation Div. Shop Improvements
- M8 Proposed Sale of 405 Cameron Street
- M9 Proposed Acquisition of Queen/Lee St. Parking Lot

HOUSING/URBAN RENEWAL

- H1 Micah Housing/Fayette Court Apt. Coop Conversion
- H2 Proposed Pendleton House (Elderly Highrise)
- H3 Claridge House (Elderly Highrise)
- H4 Foxchase Renovations
- H5 DIP Block IV: Proposed Hotel Site

Source: Alexandria Department of Planning and Community Development

CHANGING NEIGHBORHOODS

Part III, Lesson II: Urban Development: A Case Study

Theme:

Major growth and change are taking place on the Alexandria Waterfront and around the Braddock Road METRO Station. The development in each area is having a major impact on the people who live and work in Alexandria. Both areas provide an opportunity to examine the process of community change.

Student Objectives:

Students will:

1. Examine the history of recent change in either the Waterfront area (recommended for Hammond students) or the Braddock Road METRO Station area (recommended for G.W. students).
2. Students will identify the major factors in the change
3. Examine the political process by which the change has taken place

Suggested Time: One class period

Materials: To be determined by presentor

Suggested Teaching Plan:

Presentation by staff member of Alexandria Planning Department

Extension:

Students clip newspaper stories concerning development in Alexandria. (This excercise can be begun at the beginning of the unit, or started now and carried through to the end of the year.) Stories should be posted near map of Alexandria with a key or arrow identifying on map the location of the change.

Growth and Development

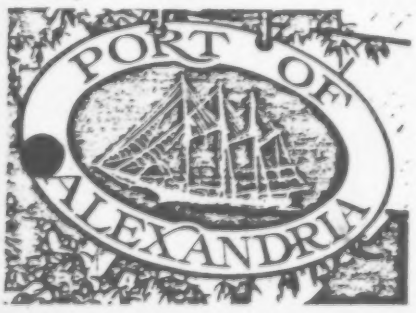
Introduction

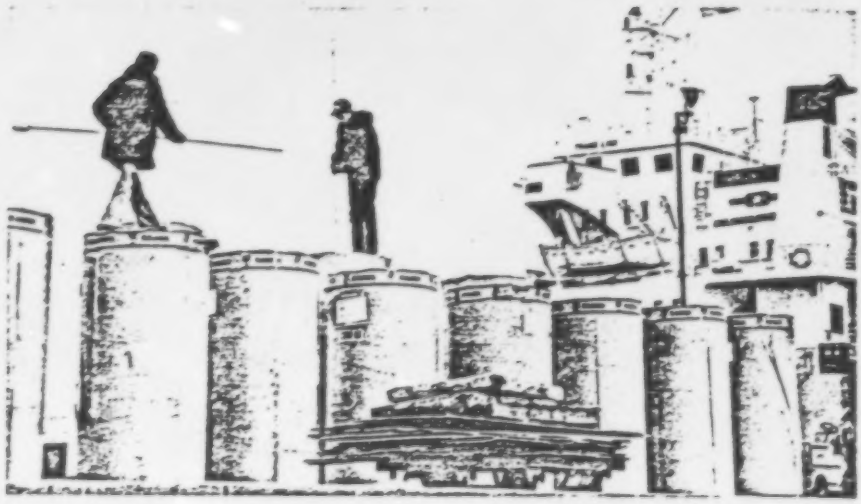
The City's growth and development goals are to foster the orderly development, redevelopment and efficient use of land, with particular focus on neighborhood and central business district improvements. The City operates a number of programs that plan, monitor and promote the City as a desirable place to live, visit and work. The agencies involved are:

THE DEPARTMENT OF PLANNING AND COMMUNITY DEVELOPMENT (FY83 Budget $815,985 — 24 employees) prepares both a generalized City-wide Master Plan and more detailed small-area plans. The department evaluates zoning changes, monitors economic and demographic trends, enforces the zoning ordinance, recommends action on requests for special use permits, participates in the review of site plans, and administers the subdivision ordinance.

THE DEPARTMENT OF BUILDING AND MECHANICAL INSPECTIONS (FY83 Budget $874,889 — 30 employees) enforces the building, mechanical, plumbing and electrical codes for the City through plan review and on-site inspections. Its primary responsibility is public safety relating to construction and use of buildings and facilities.

Commercial sign.
Photo by Nina Tisara





Rolls of newsprint arriving at Robinson Terminal. Photo by Nina Tisara

THE ECONOMIC DEVELOPMENT PROGRAM (FY83 City contribution — $100,000) promotes economic development and attracts national organizations and industries to Alexandria. This 3-year program is managed jointly with the Alexandria Chamber of Commerce.

Events During the Past Year

Waterfront

The City has shown its commitment to an improved waterfront by its capital investment in park acquisition, Torpedo Plant redevelopment, and associated street and sidewalk improvements. This on-going financial commitment is benefiting the City by improving the tax base and increasing shopping and tourism.

Redevelopment activities at the Torpedo Plant began in March 1982. Building 1, which has been totally demolished, will be replaced by a 460-car parking garage and more than 100 condominiums. Building 3, which has been selectively demolished, will be converted to a 104,000 square foot office building. The Torpedo Factory Art Center is temporarily housed in Building 10 while Building 2 undergoes renovation as a permanent home for the Art Center and the City Archaeology Museum. Plans to improve Building 10, the plaza, dock and pier areas will be considered by City Council in the coming year.

On October 6, 1981, City Council approved settlement conditions proposed by the U.S. Department of Justice for five City-claimed properties (Oronoco Bay, Founders Park, the City portion of Kiriakow property, Waterfront Park, and Pommander Walk) and certain streets and alleys. The City issued the draft 1982 Alexandria Waterfront Plan in May 1982 in compliance with stipulations of the settlement. This fall, the Planning Commission and City Council will act on the plan as well as on proposed waterfront height districts and zones. The U.S. Department of Justice and private claimants are expected to reach settlement this fall.

The return of the waterfront to Alexandria control was celebrated by a 3-day waterfront festival sponsored by the Alexandria Red Cross. Despite heavy rains, the June 4-6 event marked the successful return of approximately 12,000 people to the waterfront.

North Waterfront Office Development

In the past year, major office development has taken place on the North Waterfront. On Montgomery Street, the architectural firm of Vosbeck, Vosbeck, Kendrick and Redinger is building a 68,000 square foot building that will house its headquarters and provide additional leasable space.

Another project in this area is the five-building Trans Potomac Plaza containing 325,000 square feet of floor area, which is nearing completion. On North Fairfax Street, the new United Way building containing 73,000 square feet is also nearing completion. These office buildings, together with rehabilitated garden apartments and new townhouses, are transforming the North Waterfront from a deteriorating industrial area to an attractive mixed-use community.

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Braddock Road Station Area

On April 17, 1982, City Council adopted the **Braddock Road Station Area Plan,** amending the adopted **Consolidated Master Plan of the City of Alexandria, 1974.** The Plan establishes three Development Policy Areas — redevelopment, revitalization and preservation — that will be used to guide future development in the Braddock Road Station area.

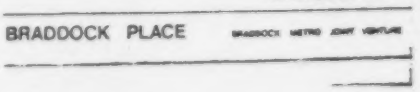
In May 1982, City Council and the Braddock Metro Joint Venture executed a $6.2 million contract for the sale of the 7.29 acre Parker-Gray School site for mixed-use redevelopment. The CO-zoned site, located next to the Braddock Road Metro Station, will contain 128 townhouses, a 134-unit condominium structure and 324,000 square feet of commercial/office space. Phase I of the 6-year project, construction of the residences, is scheduled to begin by May 1983.

In March 1982, the Alexandria Redevelopment and Housing Authority (ARHA) issued a request for proposals and bids for the sale and mixed-use redevelopment of the 6.1 acre John Roberts Homes site. The site, which is zoned CO with proffers, is located just south of the Braddock Road Metro Station. ARHA has received one proposal for the site, which it will evaluate and act on in the fall of 1982. Funds from the sale will be used by the Housing Authority to offset reduced federal subsidies for public housing.

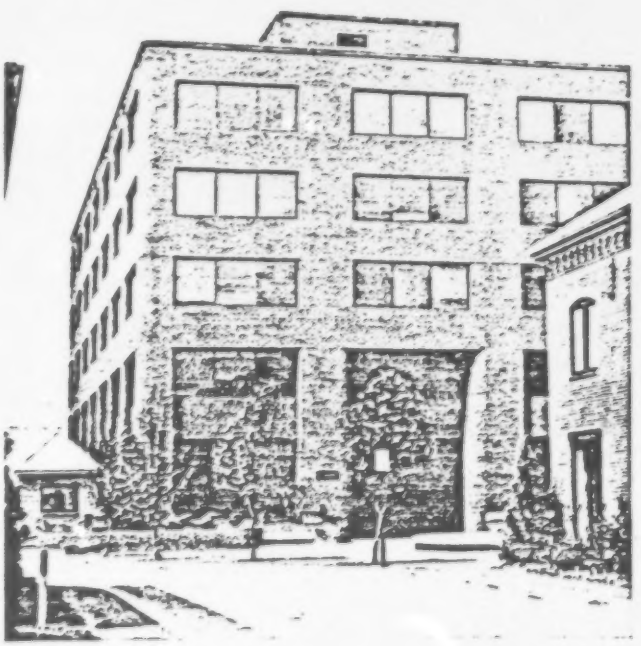
Renovation of Alexandria train station.
Photo by Jim Wilson

Architectural drawings for Braddock Place.
Photo by Jim Wilson

Transpotomac Plaza on Fairfax St.
Photo by Jim Wilson



Dalton's Wharf just completed.
Photo by Jim Wilson



Local sign maker.
Photo by Nina Tisara

King Street Station Area

In June 1982, the City Council adopted an ordinance creating a King Street transit parking district following the boundaries of the King Street Metro Station planning area. The ordinance established special parking requirements for office, residential, hotel and commercial uses. The parking district requires fewer parking spaces than normally required because of the availability of Metro. Valet parking may be provided, and shared parking (by several land use types) will be encouraged.

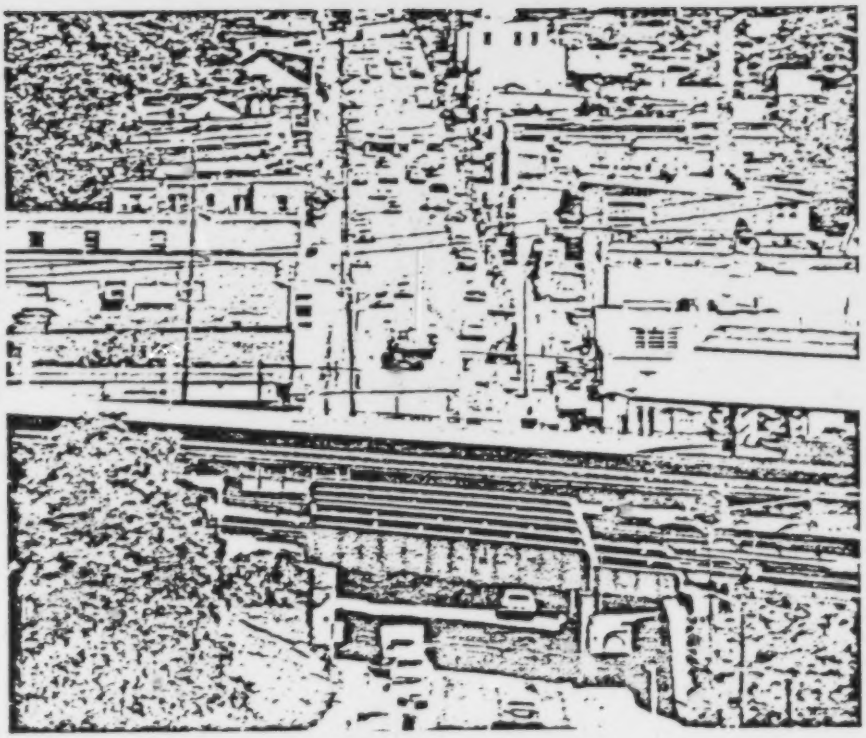
Metro Station Area Zones

During the past year, City Council approved two new zones, M2 and M3, for land surrounding the Braddock Road and Eisenhower Avenue Metro stations, respectively. The M2 zone, which applies to designated "development potential area" near the Braddock Road Station, is a medium-density, mixed-use zone. In this zone, building heights are limited to 77 feet and parking reductions are allowed. In contrast, the M3 zone encourages high-density, high-rise mixed-use development. Buildings up to 345 feet in height are allowed, and parking requirements are 25 percent lower than regular Code requirements.

Potomac West

The Potomac West area, comprising the Del Ray/Warwick Village, Arlandria, Lynhaven, St. Elmo/Mt. Jefferson and Rosemont East neighborhoods, is also the subject of a development plan adopted by City Council. The **Potomac West Area Plan** (approved in March, 1982) mainly calls for conserving residential densities. Arlandria and lands north of Reed Avenue, however, have been targeted for major new mixed-use development. In addition, the commercial revitalization of the Mt. Vernon Avenue corridor is an important feature of the Plan.

To achieve the land use and revitalization goals for lower Mt. Vernon Avenue set out in the **Potomac West Area Plan,** the Planning staff proposed a special zoning category. This category is the MUMD zone, so called because it encourages mixed-use, medium-density development. Significant features of the zone include a 45- to 66-foot building height limit and parking reductions under specific circumstances. This zoning category, which would apply to two "development nodes" located at the Mt. Vernon School and above Monroe Avenue, is being considered by City Council.



Undergrounding of utilities along King Street. Photo by Jim Wilson

Mount Vernon Avenue Revitalization Program

As a result of the revitalization program, the business climate on Mount Vernon Avenue is improving. Credit for this improvement goes to two financial assistance programs, the Loan Subsidy Program and the RESTORE Program, which are designed to help both new and existing businesses. The Loan Subsidy Program provides for an interest rate write-down to approximately 8 points below the market rate for commercial loans for improvements or construction by new or existing businesses. The RESTORE Program, tailored for leased businesses, provides a rebate on rehabilitation costs and offers financial advantages to a business that would otherwise not be available. The revitalization program will improve the quality of life for Potomac West residents, increase the number of job opportunities available to area residents and improve the City's tax base.

Cameron Run Valley

In May 1981 City Council approved the rezoning of 17 acres in Cameron Run Valley from industrial to CO commercial office. The rezoned land is located along Mill Road, about one-quarter mile east of the future Eisenhower Avenue Metro Station. A site plan has been filed and appoved for 4.2 acres of this property, on which the American Trucking Association will construct a 340,000 square foot office building.

100 Year Old Building Survey

The survey of buildings outside the Old and Historic Alexandria District is being carried out jointly by the Department of Planning and Community Development and the Archaeology Research Center. Most of the survey work is being done by paid and volunteer interns. The last group of buildings documented and presented to the City Council for listing included the Richard Lloyd House, Mt. Ida and Eastern View, all of which are west of Old Town.

Foxchase

The Foxchase residential rehabilitation project is completed and occupied. To complement the residential community, the developer is renovating the former West End Shopping Center. A new facade and signs have been installed, and the center continues to be upgraded as part of the total community improvement effort at Foxchase.

CHANGING NEIGHBORHOODS

Part III, Lesson III: Site Survey

Theme:

A walking inspection of the case study site yields rich information about the needs of the neighborhood.

Student Objectives:

Students will:

1. Walk a selected portion of the case study site (Braddock Road or the Waterfront)
2. Complete a written documentation survey of the area
3. Compile visual documentation of the area either with camera or by sketch

Suggested Time: Two hour field trip

Materials:

1. Paper and pencil
1. Documentation work sheets
3. Transportation to the site, if necessary
4. Cameras, film, if available (Polaroid or slides preferable for reports)
5. Sketch pads and pencils

Suggested Teaching Plan:

Students are broken into two to four groups, each accompanied by an adult (teacher, architect, aides or parents). Each group is given a portion of the case study site area to survey. Survey will proceed along specific guidelines provided to the students.

Extensions:

1. Reports of each group can be prepared in a formal way (booklet or large mural) with maps, photographs, sketches, graphs and

written documents included.

2. Students write critique of change in the area. Is it a pleasant place to be in? Are the buildings attractive and inviting? Would the student like to return to the area? For what purpose?

CHANGING NEIGHBORHOODS

SITE STUDY SURVEY

Date:

Student Name:

1. Name of neighborhood:

2. Name of building:

3. Approximate age of building:
How did you determine age?

4. Size:

5. Distinguishing features:

6. Placement on site:

7. Landscaping:

8. What evidence, if any, is there of good maintenance?

9. Building use:

10. Has building always served this use?

11. Does building design and use seem appropriate to the neighborhood? Explain.

12. Describe the neighborhood briefly.

13. Are there evidences of recent change in the neighborhood? If so, what are they?

14. Will this building be appropriate to this neighborhood in 10 year?

CHANGING NEIGHBORHOODS

Part III, Lesson IV: The Citizen's Response

Theme:

After studying a site and examining proposed changes, a citizen can make informed judgments about what buildings and spaces are suited for that neighborhood.

Student Objectives:

Students will:

1. Examine the evidence they have found during their site inspection
2. Examine the change proposed by the Planning Commission for that site
3. Draw conclusions about the appropriatness of the present and proposed changes
4. Present those conslusions in written and visual form.

Suggested Time: Two class periods

Materials:

1. Maps and charts already introduced
2. Student documentation of site study
3. List of community needs developed by students
4. If model is to be built, cardboard, construction paper, glue, scissors, etc.

Suggested Teaching Plan:

Student groups report their findings and in teacher-architect led discussion examine the change and proposed change in the case study site.

What kind of neighborhood was this ten years ago?

Why has the change taken place?

What kind of neighborhood will it be in the 1980's and 1990's?

Does it have the important components of a neighborhood? (See student list)
What forms of transportation do the people living and working in the neighborhood use?
Do most people live in the neighborhood, or travel to it? How?
Are the present changes beneficial to the people in the neighborhood? How?
What other changes would you make?

Student response can be made concrete in a number of ways:
*A written report
*A model of proposed changes on the site
*Sketches of student proposed changes
*A new section for the class time line showing students' site plan for the 1990's
*A letter to the Mayor and City Council outlining conclusions of the students and recommendations for action.
*A slide show or other presentation to be made to other classes, to parents, etc.

PLEASE NOTE: The addition of an architect to the teaching team throughout Part III of this unit can enhance the breadth of the students' learning. Whenever an architect or planner is available to join the class, teachers are urged to include them.

CHANGING NEIGHBORHOODS

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Wilson, Forrest, Structure: The Essence of Architecture, Van Nostrand Reinhold Company, New York, 1983.

RESOURCES

historical Topics

The Lloyd House
Alexandria Library
220 N. Washington Street
Alexandria, VA 22314
Contact: Allan Robbins 838-4577

Alexandria Bicentennial Center
201 S. Washington Street
Alexandria, VA 22314
Contact: Ken Torino 838-4994

Alexandria Archeological Research Center
Torpedo Factory Art Center
101 N. Union Street
Alexandria, VA 22314
Contact: Steve Shepherd 838-4399

Carlyle House Historic Site
121 N. Fairfax Street
Alexandria, VA 22314
Contact: Claudia Bachand 549-2997

Contemporary Topics

City of Alexandria
Department of Planning and Community Development
320 King Street
Alexandria, VA 22314
Contact: George Colyer 838-4666

Michael & Michael, A.I.A.
110 N. Royal Street
Alexandria, VA 22314
Contact: Linda Michael 683-6655

American Institute of Architects
Public Education Division
1735 New York Avenue N.W.
Washington, D.C. 20006
Contact: Alan Sandler 626-7573

FURTHER RESOURCE INFORMATION

NEIGHBORHOOD DISCOVERY PROJECTS LIST

1. Design an Architectural Detail Search GAME for this neighborhood.
2. Adopt-a-Building: search and write up its history; or write poems or fiction about how it feels to be that building.
3. Do a biographical study of someone in this neighborhood, now or in the past: a developer, an estate owner, a famous person. Make associations between that person and buildings or events here.
4. Search and write up the history of one of the estates from which this neighborhood was carved. Can you find early photographs, prints or drawings?
5. Investigate the advertising for sale of property in this neighborhood. To whom was the appeal; how? Why did expansion come to this area when it did? What was the role of new transportation in its development?
6. Study streetscapes in this neighborhood. Show good and bad examples of appealing streetscapes. Photograph, draw, or write-up. Why are these good or bad?
7. Look at how contemporary buildings relate to old structures? Are they compatible? Why? Simply put, do they look good together?
8. Investigate different styles of architecture represented in this neighborhood. Give examples. Draw a Style Sample MAP or devise a GAME. Research the origin and history of these American styles.
9. Study the geography of this neighborhood. Has it changed? What are the extremes in sea level heights? What was wooded 100 years ago? Have waterways changed? How did the geography affect the development of this neighborhood?
10. What was life like here before heavy development came? How did that lifestyle compare to today's?
11. What would it be like if you forgot everything you learned, who your ancestors were, where you had lived? How can you prevent losing your history? What objects would you leave your children and theirs to tell them about your life in 1981? Write about all of this.
12. Research your school itself. Was there an earlier school building here?
13. Choose and study a neighborhood landmark: its history. How and why is it important to your neighborhood? What would it be like if someone took it away? Describe its most obvious shapes and materials.
14. Study your own house. Draw it. What is the most personal feature of your house? Study its history or that of those who have lived here. Do some oral history work with relatives or neighbors.
15. Research building construction by reading or interviewing an authority you may know. Collect and share with us samples of various building materials-those used presently or in the past.
16. Do oral history work with older friends or neighbors. With a buddy, one might interview people on the street about their recollections of this neighborhood's past, changes which have occurred, ways of life no longer practiced.
17. Do a special collection study on different examples in any one group of architectural details in the neighborhood. Draw or photograph them and map their location. Do a collection project on any one of these features: porches, fences, porch rails, gates, dormers, shutters, gables, windows, doors, doorways, turrets, chimneys, signage, roof materials, construction materials, types of buildings by use, apartment building types, cornices.
18. Study carefully the architecture of one neighborhood building. What do you see that you didn't notice before? How do the parts of the building fit together? How do the small parts of the building relate to the large parts?
19. Make a model of a neighborhood building. Use construction paper, or cardboard and found objects. Be aware of the correct scale and proportion, and duplicate the key details.
20. Roam with a buddy through this neighborhood. Try to discover keys to the area's early history. Write up the theories you have concerning the community's development.
21. What does this neighborhood need? What building gift would you give? Design it. Write about it.
22. Search out an old, vacant building in this neighborhood. How could it be put to good adaptive reuse, recycled? How would you change it? Would you divide space in a new way? Would it be expensive? How does this save energy?

BEST COPY AVAILABLE

HOW DO YOU FEEL ABOUT YOUR ENVIRONMENT?

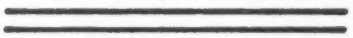
	VERY	SOMEWHAT	NEUTRAL	SOMEWHAT	VERY	
ORDINARY						UNUSUAL
COMPLEX						SIMPLE
LIGHT						DARK
MODERN						OLD FASHIONED
NOISY						QUIET
UNATTRACTIVE						ATTRACTIVE
SMALL						LARGE
MULTI-PURPOSE						SINGLE PURPOSE
BRIGHT COLORS						SOFT COLORS
OPEN SPACE						CLOSED SPACE
FINISHED						UNFINISHED
SOFT LIGHTING						HARSH LIGHTING
ROOMY						CROWDED
FRIENDLY						UNFRIENDLY
URBAN						RURAL
PUBLIC						PRIVATE
UNIMAGINATIVE						IMAGINATIVE
LIKE						DISLIKE

SYMBOLS TO USE IN DRAWING A FLOOR PLAN I

- AN ARCHITECT'S FLOOR PLAN USED TO BUILD A BUILDING SHOWS ONLY THE THINGS THAT DON'T MOVE....
- A FLOOR PLAN IS A BIRD'S-EYE VIEW LOOKING STRAIGHT DOWN.

·STRETCH YOUR ARMS OUT LIKE THE BIRD'S WINGS· A FLOOR PLAN SHOWS ONLY WHAT IS IN THE SPACE BELOW YOUR ARM'S LEVEL.

- THIS IS A FLOOR PLAN SYMBOL KEY.
- IT IS DRAWN AT A SCALE OF 1/4" = 1'-0"



WALLS HAVE THICKNESS SO THEY ARE DRAWN WITH 2 LINES ABOUT 6" APART.

DOORS LEAVE AN OPEN SPACE TO WALK THROUGH.

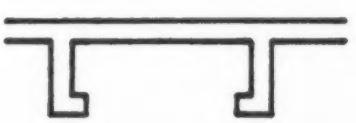
SOME DOORS SWING.

SOME DOORS SLIDE.

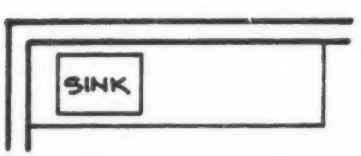
SOME DOORS FOLD.

WINDOWS ARE CLOSED AND THE GLASS IS SHOWN AS A LINE IN THE MIDDLE.

CHALK AND BULLETIN BOARDS ARE SHOWN AS A LINE ON THE SIDE OF THE WALL.



CUPBOARDS AND CLOSETS ARE SHOWN THIS WAY.

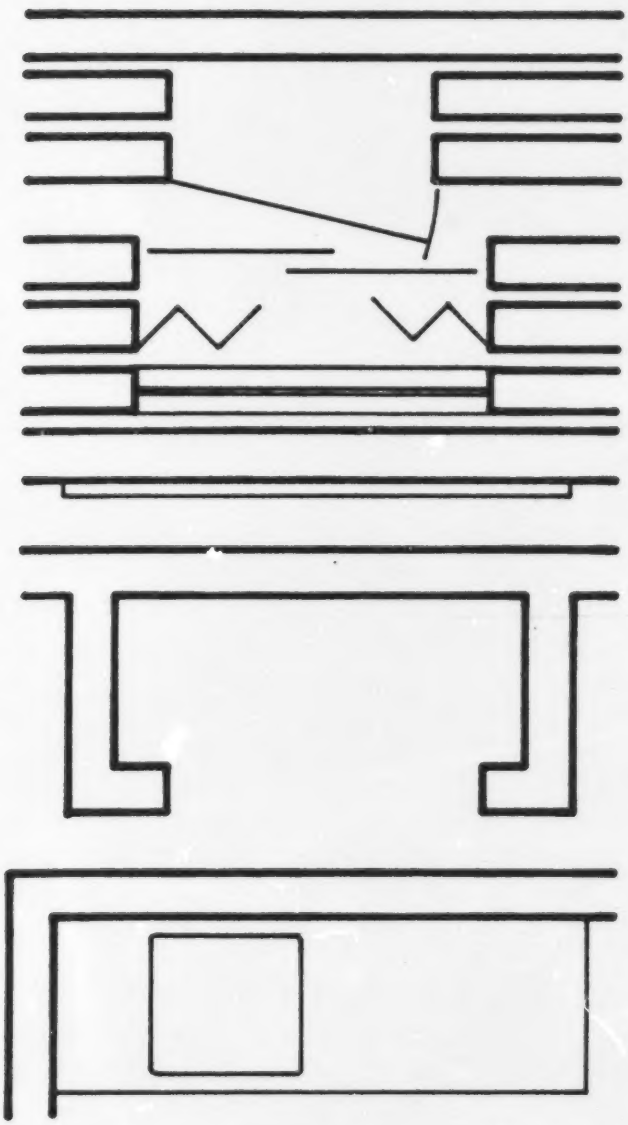


ONLY THE TOPS OF COUNTERS AND SINKS ARE SHOWN.

96

SYMBOLS TO USE IN DRAWING A FLOOR PLAN II

- DESIGNERS USUALLY DRAW ROOM ARRANGEMENT PLANS AT A SCALE OF 1/2" = 1'0"
- THEY LIKE TO CUT OUT FURNITURE PIECES AND TRY THEM OUT ON THE FLOOR PLAN – 1/4" = 1'0" PIECES ARE HARD TO HANDLE.
- THIS IS A FLOOR PLAN SYMBOL KEY.
- IT IS DRAWN AT A SCALE OF 1/2" = 1'0"



WALLS ARE ABOUT 6" THICK.

DOORS LEAVE AN OPEN SPACE.

SOME DOORS SWING.

SOME DOORS SLIDE.

SOME DOORS FOLD.

WINDOWS ARE CLOSED GLASS IS A LINE IN THE MIDDLE.

CHALK AND BULLETIN BOARDS ARE SHOWN AS A LINE ON THE SIDE OF THE WALL.

CUPBOARDS AND CLOSETS ARE SHOWN THIS WAY.

ONLY THE TOPS OF COUNTERS AND SINKS ARE SHOWN.

97

SYMBOLS TO USE IN DRAWING A FLOOR PLAN III

A ROOM ARRANGEMENT FLOOR PLAN INCLUDES ALL THE THINGS IN A SPACE THAT CAN BE MOVED.

THIS KEY SHOWS THE MOVABLE THINGS AT TWO SCALES.

SCALE $\frac{1}{4}$"=1'-0"

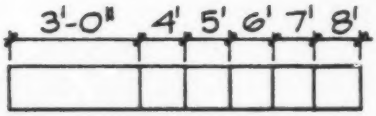
24"x 20" OR 30" X 24"
STUDENTS DESKS

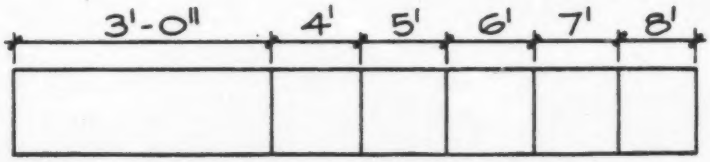
SCALE $\frac{1}{2}$"=1'-0"

THE FIRST DIMENSION IS ALWAYS THE WIDTH.

5'-0" X 2'-6"
TEACHER'S DESK

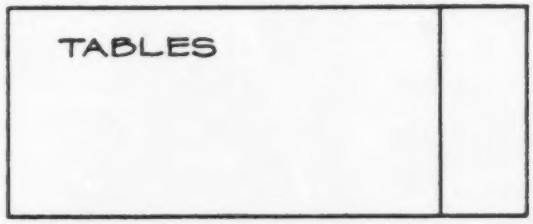
16" X 14"
STUDENT'S CHAIR
18"X16"
TEACHER'S CHAIR





12" BOOKCASES COME IN MANY WIDTHS.

5'-0" & 6'-0" X 2'-6"
WORK TABLES

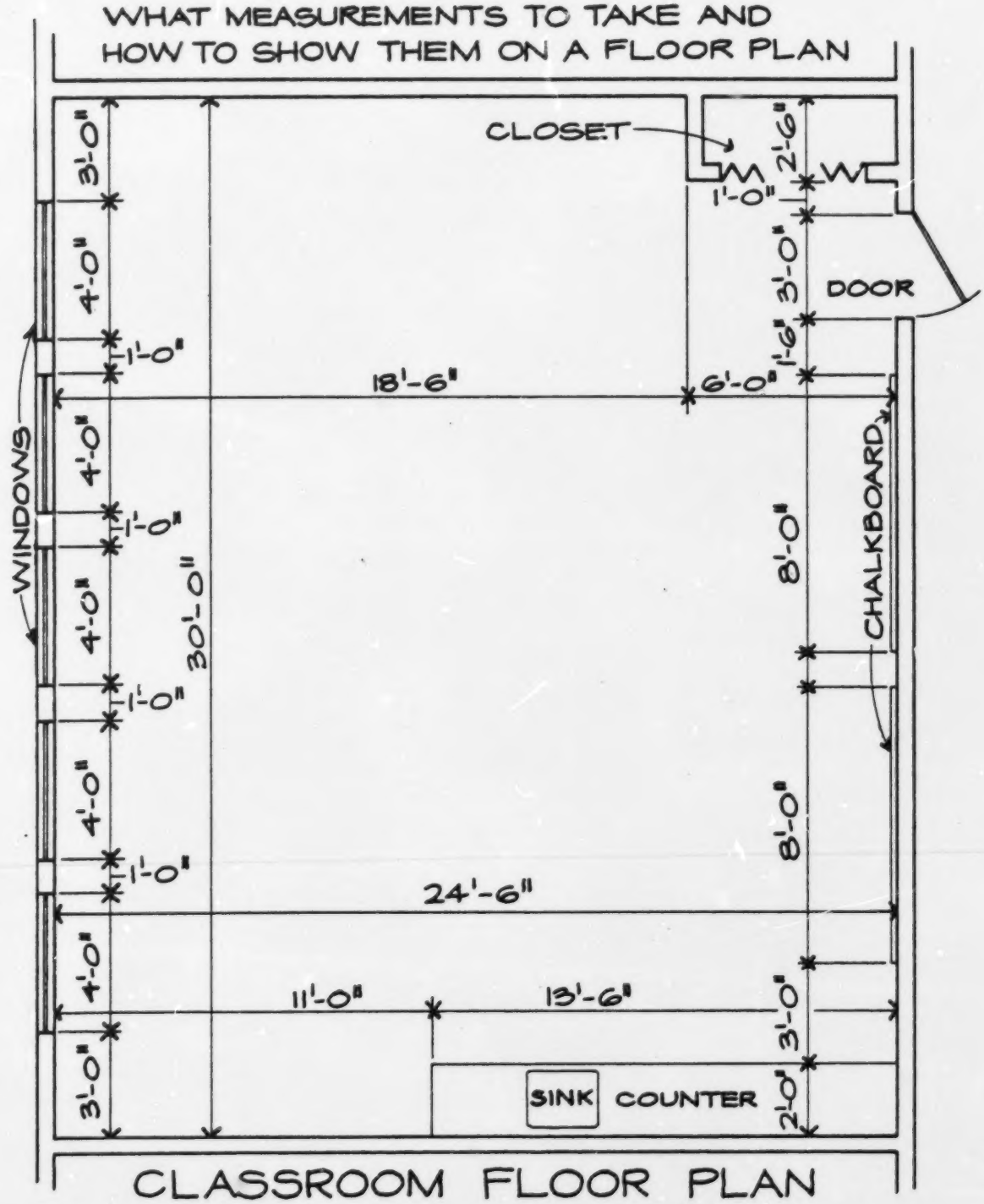


FLOOR PLAN CHECK LIST

OBJECT	NUMBER IN ROOM
DOORS	_____
WINDOWS	_____
DESKS	_____
CHAIRS	_____
RECTANGULAR TABLES	_____
ROUND TABLES	_____
BOOKCASES	_____
COUNTERS	_____
SINKS	_____
CLOSETS	_____
WASTEBASKETS	_____
OTHER THINGS	
_____	_____
_____	_____
_____	_____
_____	_____

HOW TO MEASURE A ROOM

WHAT MEASUREMENTS TO TAKE AND HOW TO SHOW THEM ON A FLOOR PLAN

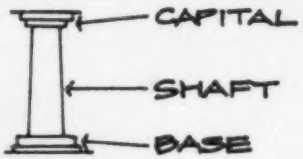


CLASSROOM FLOOR PLAN

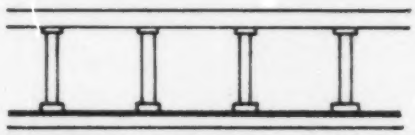
SCALE 1/4" = 1'-0"

HAVE YOU EVER SEEN.....?

HERE ARE SOME TYPICAL ARCHITECTURAL FEATURES YOU CAN EASILY FIND IF YOU START LOOKING AROUND MOST ANYWHERE - CHECK THE SQUARE WHEN YOU FIND ONE.



A COLUMN



TOGETHER COLUMNS FORM A COLONADE.

THE TOP OF A COLUMN IS CALLED A CAPITAL.

THE MOST COMMON ONES ARE

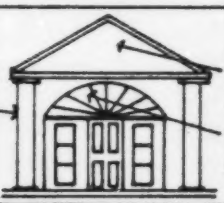
DORIC IONIC CORINTHIAN

AN ARCH

TOGETHER THEY FORM AN ARCADE.

A PANELED DOOR

DOOR WITH A ROOF AND COLUMNS IS A PORTICO.



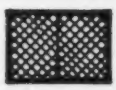
THE TRIANGLE ROOF IS A PEDIMENT.

THE ARCH IS A FAN LIGHT OR MOULDING.

WINDOW MAY BE:

SQUARE ROUND TRIANGULAR RECTANGULAR

THEY MIGHT HAVE:



LEADED GLASS

STAINED GLASS

ROOFS MAY BE:

PITCHED FLAT

LEARNING THESE ARCHITECTURAL TERMS CAN HELP YOU TALK ABOUT WHAT YOU SEE —

SCAVENGER HUNTING

THIS IS A CHART TO HELP YOU SEE MORE WHEN YOU LOOK. WHEN YOU HAVE FOUND SOMETHING ON YOUR HUNT, WRITE IN WHERE IT WAS FOUND AND CHECK OFF THE PROPER BLANK.

CATAGORY	LOCATION WHERE?	SPECIFIC DETAILS					
BUILDING MATERIALS		CONCRETE	BRICK	WOOD	GLASS	METAL	OTHER
HOUSES							
GARDENS							
SCHOOLS							
STORES							
OFFICE BUILDINGS							
PARK OR PLAYGROUND							
OTHER							
BUILDING TYPES		HOUSE	MULTIPLE DWELLING	STORES & SHOPS	OFFICES	RESTAURANT	OTHER
1 STORY							
2 STORY							
3 STORY							
OTHER							
LAND USE		SPECIAL PLANTING	PLAY EQUIPMENT	MACHINES	SHELTERS	SPECIAL FEATURES	OTHER
GARDEN							
CONSTRUCTION AREA							
RECREATION AREA							
OTHER							

LEARNING ABOUT THE COMMUNITY BY INTERVIEWING

INTERVIEWER'S NAME

SCHOOL

1. HOW LONG HAVE YOU LIVED IN THIS COMMUNITY?_____
2. WHERE DID YOU LIVE BEFORE YOU MOVED HERE?_____
3. HOW LONG DO YOU THINK MOST PEOPLE HAVE LIVED HERE? 1 YEAR__5 YEARS__10 YEARS__MORE__
4. HOW MANY PEOPLE DO YOU KNOW IN THIS COMMUNITY? NONE_____FEW_____MANY_____
5. DO YOU RECOGNIZE MOST OF THE PEOPLE THAT LIVE AROUND HERE EVEN THOUGH YOU DON'T KNOW THEM?_____
6. DOES THE COMMUNITY PLAN PARTIES OR PROJECTS TOGETHER?_____
7. IF THERE WAS TROUBLE WOULD PEOPLE HELP EACH OTHER?_____
8. WHAT IS THE BEST FEATURE OF THE COMMUNITY?_____
9. WHAT WOULD YOU MOST LIKE TO SEE CHANGED?_____
10. OTHER COMMENTS:_____

CHART FOR RECORDING INTERVIEW RESPONSES

1	2	3	4	5	6	7	8
TOTALS							

SAMPLE SUMMARY

BASED ON THIS INFORMATION THE FOLLOWING STATEMENTS CAN BE MADE ABOUT THIS COMMUNITY:

1. IT IS A MIXTURE OF OLD AND NEW RESIDENTS.
2. MOST PEOPLE COME FROM THE MID-WEST.
3. PEOPLE RECOGNIZE BUT DON'T KNOW OTHER RESIDENTS.
4. THE PARK IS AN IMPORTANT FEATURE.
5. PEOPLE DON'T WANT IT TO CHANGE.

FACTS, FIGURES, AND FEELINGS SURVEY SHEET 1: FACTS

1. WHEN WAS THE SCHOOL BUILT?_____
2. HOW MUCH DID IT COST?
   _____
3. WHO DESIGNED THE SCHOOL?
   _____ (ARCHITECT)
4. WHO BUILT THE SCHOOL?
   _____ (CONTRACTOR)
5. HAVE THERE BEEN ADDITIONS TO THE SCHOOL? WHEN?_____
6. WHO DESIGNED THE ADDITIONS?
   _____ (ARCHITECT)
7. WHO BUILT THE ADDITIONS?
   _____ (CONTRACTOR)
8. ARE THERE ADDITIONS TO THE SCHOOL PLANNED?_____
9. WHERE DID THE STUDENTS GO BEFORE THIS SCHOOL WAS BUILT?
   _____
10. ARE THERE ANY CHANGES PLANNED RELATING TO THE STUDENTS WHO ATTEND THIS SCHOOL?_____
11. WHAT BUILDING MATERIALS HAVE BEEN USED IN THIS SCHOOL?
    INSIDE? _____
    _____
    _____
    _____
    OUTSIDE?_____
    _____
    _____
    _____

FACTS, FIGURES, AND FEELINGS
SURVEY SHEET 2: FIGURES

1. THE NUMBER OF ROOMS FOR EACH OF THE FOLLOWING:

KINDERGARTEN	_____
FIRST GRADE	_____
SECOND GRADE	_____
THIRD GRADE	_____
FOURTH GRADE	_____
FIFTH GRADE	_____
SIXTH GRADE	_____
OTHERS	_____
REST ROOMS - GIRLS	_____
BOYS	_____
STORAGE AND CLOSETS	_____
SPECIAL ROOMS	_____
TOTAL NUMBER OF ROOMS	_____

2. THE NUMBER OF PEOPLE FOR EACH OF THE FOLLOWING:

KINDERGARTEN	_____
FIRST GRADE	_____
SECOND GRADE	_____
THIRD GRADE	_____
FOURTH GRADE	_____
FIFTH GRADE	_____
SIXTH GRADE	_____
OTHERS	_____
STAFF: TEACHERS	_____
OFFICE	_____
SPECIAL	_____
CUSTODIAL	_____
TOTAL NUMBER OF STAFF	_____

FACTS, FIGURES, AND FEELINGS SURVEY SHEET 3: FEELINGS

1. WHAT DO YOU LIKE BEST ABOUT THIS SCHOOL?_____
2. WHAT DO YOU LIKE LEAST ABOUT THIS SCHOOL?_____
3. IS IT EASY OR HARD TO FIND YOUR WAY AROUND?_____
4. WHAT WOULD MAKE IT EASIER FOR STRANGERS?_____
5. COULD THE SCHOOL BUILDING BE USED MORE?_____ BY WHOM?_____
6. IS THE SCHOOL BUILDING TOO LARGE? _____ TOO SMALL?_____
7. IS THE SCHOOL YARD TOO LARGE?_____ TOO SMALL?_____
8. WHICH AREAS OR ROOM IN THE SCHOOL ARE USED THE MOST?_____ THE LEAST?_____
9. WHICH AREAS OR ROOMS DO YOU LIKE BEST IN RELATION TO:
   - COLOR_____
   - LIGHT_____
   - EQUIPMENT_____
   - SIZE_____
   - SOUND_____
   - SMELLS_____
   - TASTES_____
   - FURNITURE_____
   - WHAT OTHER THINGS?_____
10. IF YOU COULD DO ANYTHING YOU WISH TO THE SCHOOL WHAT WOULD YOU DO?_____

PLANNING DEPT. LIBRARY

report

PLANNING DEPARTMENT

INTENT

COMMITTEE ON POTENTIAL GROWTH AREAS

CITY OF ALEXANDRIA, VIRGINIA

AUGUST, 1975

Causes of Growth in the City

Two sets of factors have caused growth in Alexandria over the past several decades. The first set relates to the City's location in a large metropolitan area which has been growing rapidly. As part of such an area, Alexandria has received a portion of the growth. At this level of explanation, "causes" of growth in the City are those that are generating growth in the metropolitan area as a whole. These include the general phenomenon of rural outmigration/urbanization and the characteristics which have allowed the Washington area to grow even more rapidly than most other metropolitan areas: rapid growth in federal employment, and the metropolitan area's emergence as a major center for businesses requiring close contact with the federal government.

The second set of factors relates to Alexandria's position within the metropolitan area. Alexandria competes with other jurisdictions for a share of the overall growth, and the size of its share is affected by many factors such as the availability of vacant land, location relative to employment centers (i.e., commuting times and costs), land values, and growth policies as reflected in comprehensive plans and zoning ordinances.

In the early period of rapid metropolitan growth, Alexandria benefited from the prevailing suburbanization trend because the 1952 annexation had made available a substantial amount of vacant land suitable for single-family subdivision (Note in Figure 7 that single-family housing was the dominant type of residential construction in the 1950's). By the early '60's, however, most of this land had been developed; remaining vacant land was zoned primarily for medium and high-intensity use. The result was that the City's growth prospects and role began to change rapidly; multi-family construction occupied by smaller households became dominant.

Alexandria might have captured less growth in the late '60's and early '70's had Fairfax County not begun restrictive growth policies during this period. Developers have continued to receive a relatively favorable reception in Alexandria while sewer moratoriums and restrictive zoning regulations have been adopted in the County. City policies favorable to

growth have been complemented by rising land values allowing redevelopment of land in low intensity or marginal uses. The role of more recent and more speculative factors, such as the energy crisis, in causing growth is difficult to identify; however, it is probable that the energy shortage and accompanying higher gasoline prices favor (however slightly) Alexandria and other close-in jurisdictions.

Evolution of City Policies Since World War II

City efforts to establish or to redefine growth policies have occurred periodically in response to changing population, economic, and construction trends, This study is part of a current review of City policies and regulations concerning growth. Some of the previously defined City policies are discussed briefly below. They show the transitory nature of such policies, the need for regular revision to meet changing circumstances, and, more specifically, that some of the earlier policies have been implemented by codification and thus must still be observed today.

The 1951 rewriting of the zoning ordinance, motivated in part by the impending 1952 annexation, contains the first major set of growth policies of the post-war period. The Committee which drafted the ordinance made a conscious decision to write liberal regulations placing minimal constraints on development and thus encouraging expansion of the City's tax base. The height regulations and F.A.R.'s which were adopted indicated that the City would encourage very different, and much more intense, development that had occurred prior to that time.

Perhaps even more important than the written regulations was the mapping of the zoning districts. Although the 1951 mapping was not based on a City-wide land use plan, it was in fact the combined existing land use map and land use plan of its day, because the boundaries of districts reflected both existing use patterns and the perception of how the City should develop in the future.

The City adopted its first comprehensive plan in 1962. In its major elements, the plan supported the land use pattern (and densities) established by the 1951 zoning map and ordinance. For example, the plan envisioned perpetuation of

port and industrial activity along the waterfront, industrial use in the Cameron Valley, and high-intensity uses, including several major commercial centers, along the Shirley Highway corridor. Since this land use pattern had already been codified in the 1951 ordinance, few changes resulted. Of the few significant changes recommended - for example, higher density redevelopment in parts of the western half of Planning District I - most were not implemented because of lack of market support or public opposition. Within the Landmark area, however, the plan's provisions did establish the basis for rezoning several large single-family or industrially-zoned tracts to RC or C-2 designations.

After the 1962 plan's adoption, there was some remapping (based on the plan), and the City created a number of new zones. The adoption of a waterfront land use plan in 1967 (the only major amendment to the '62 plan), accompanied by creation of two new zones for waterfront commercial (WCR zone), and waterfront residential uses (WT zone), evidenced major changes in thinking about the future use of the waterfront area. Some of the other zones created at various times in the '60's include the C-1-B, C-2-B, RD, C-4, and CO zones. Although creation of these zones in most cases was based on policy decisions, their creation was insufficient to effect implementation of the policies. Most of the zones have been rarely used, because previously existing zoning designations allow more intense development. In addition, many of the policies on which creation of the zones were based (WCR and WT zones, for example) have been superseded while in other cases the zones were poorly structured (for example, RD), or were overly restrictive (C-4) and therefore have been used sparingly, if at all.

Perhaps the major policy step to occur between adoption of the 1962 plan and adoption of the current plan in November 1974, was the 1970 amendment to the CO zone. Prior to 1970, the CO zone was a standard commercial office zone. The amendment provided for high-intensity mixed use developments on parcels of two acres or more, subject to City Council approval of a unified development plan. This change represented a major effort to obtain better design of large developments and to give the City more control over parcels involved in rezonings from I-1, I-2, or lower density zoning districts. However, because the review process is time consuming and because the existing zone usually allows

high-intensity development, developers have submitted plans infrequently and they have been approved even less often. As of this writing, only five CO applications have been approved, and of these only one is under construction.

In April, 1969, City Council responded to the need to revise the 1962 plan by appointing a Planning Advisory Committee to prepare a new plan. In the decade of the '60's, high-rise construction had become a major component of new construction activity, increasing land values had made redevelopment feasible, vacant land was decreasing rapidly, and anti-growth policies in outlying areas had attracted increasing numbers of developers to the City. The City Council saw a need to reconsider the proposed uses of areas such as the waterfront and Cameron Run Valley, and to establish growth policies to guide the emerging development trends. Council also began to hold periodic conferences at Airlie to consider (among other things) matters related to the City's physical development, to debate interim reports received from the Planning Advisory Committee, and to establish new study groups to investigate specific areas of concern.

After more than five years of Committee deliberations, public hearings, and revisions, City Council adopted the new plan. The plan's text and maps showed many policy changes, some affecting the City as a whole and others affecting individual planning districts or neighborhoods. The "Long Range Land Use Plan Map" (Map 5), and the "Major Thoroughfare Plan" (Map 6) embody many of the new policies. Two of the major policies arising from the plan (the two which are most relevant to the work of the Potential Growth Areas Committee) are the development potential concept and the mixed use development concept.

As presented in the PAC report, the development potential concept involves designation of development potential areas into which most future growth might be channeled, while other areas of the City are held relatively constant in population and land use. The Planning Advisory Committee identified nineteen such areas (shown on the "Existing Land Use Map" of the PAC report - Map 7), made some general recommendations about their development, and suggested that a more detailed study of the areas be done.

The adoption of the "mixed use" concept, and its

application to the development potential areas, represents a major change in thinking about future use of critical areas such as North Waterfront, Cameron Run Valley, and the Metro station impact areas. The mixed use emphasis in future development is intended to encourage walk-to-work patterns, promote balanced use of public utilities, improve the City's tax base, and eliminate overconcentration of types of land uses, thereby promoting vitality and diversity within areas receiving future development.

Although adoption of the new comprehensive plan signified major land use policy changes, Council has not yet implemented many of the new policies. Therefore, in practical terms, the City's land use regulations continue to be dominated in major part by policies which were codified many years ago.

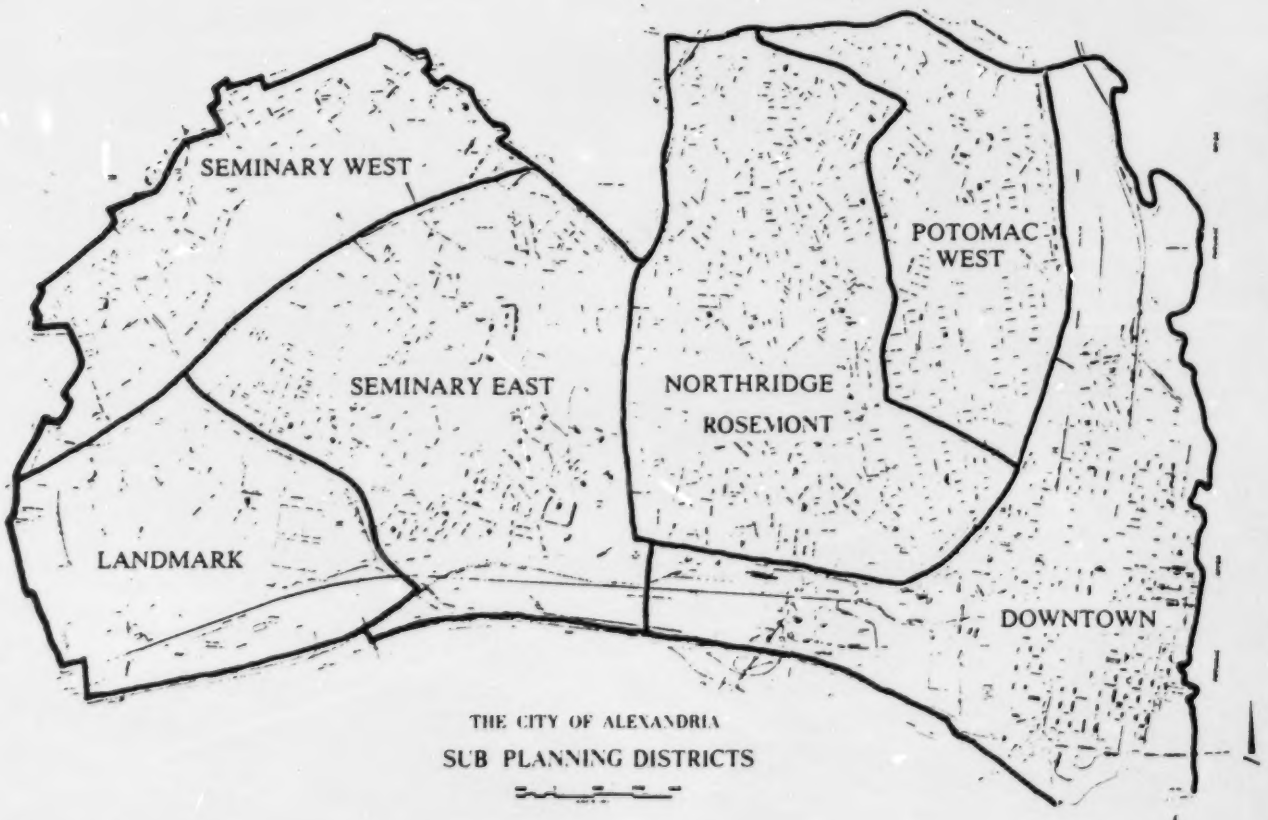
INTRODUCTION

This is the first in a series of reports putting the 1980 U.S. Census data for the City of Alexandria into geogrphic and historic context. In this report the City's census data will be compared with that of other jurisdictions in the Washington region (see Map 2). This comparison will be made for both the 1970 and 1980 U.S. Census in order to trace the demographic trends in Alexandria and the region.

Not only does the U.S. Census provide data for the City as a whole, but also for subdivisions of the City. These subdivisions, census blocks and tracts are too numerous to permit an easily comprehended analysis. A further obstacle to analysis has been caused by alterations to census tract boundaries for the 1980 U.S. Census.

In order to overcome these difficulties, the hundreds of census blocks and the thirty-two census tracts which are aggregates of blocks, have been grouped into six sub-planning districts (see Map 1). The sub-planning districts are small enough to maintain some unity of character or traditional identity while being few enough to make the analysis comprehendable.

This report concentrates on population growth, changes in the racial and ethnic composition of the jurisdictions, and household formation. Future reports will present a more detailed study of Alexandria's and the region's population and housing.



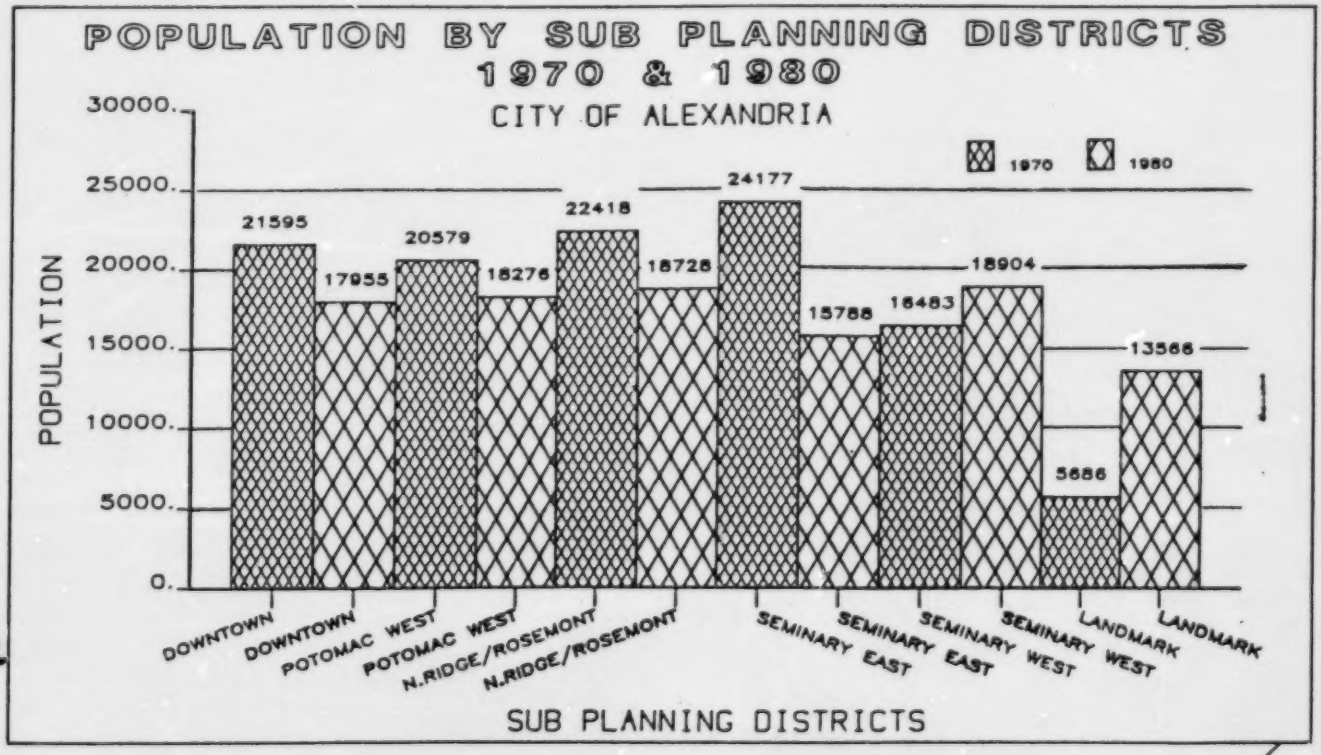
THE CITY OF ALEXANDRIA
SUB PLANNING DISTRICTS

table 2
City of Alexandria Population Change

	1970	1980	Change	% Change
Downtown	21,595	17,955	-3,640	- 16.9%
Potomac West	20,579	18,276	-2,303	- 11.2%
North Ridge/Rosemont	22,418	18,728	-3,690	- 16.5%
Seminary East	24,177	15,788	8,389	- 34.7%
Seminary West	16,483	18,904	2,421	14.7%
Landmark	5,686	13,566	7,880	138.6%
City	110,938	103,217	-7,721	- 7.0%

Source: 1970 Census of Population and Housing Census Tracts, Washington,D.C., Maryland, Virginia, Standard Metropolitan Statistical Area.

1980 Census of Population, U.S. Department of Commerce, Bureau of the Census, Tape PL 94171.



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THE RACIAL COMPOSITION OF ALEXANDRIA

Between 1970 and 1980 the racial composition of Alexandria changed. Alexandria's white population declined both in absolute numbers and as a proportion of the City's population. As the City lost white population, its black population and population classified as "Other Races" increased.

The white population declined by 20%, or 19,543, which resulted in the white population constituting 72% of the City's population in 1980 compared to 85% in 1970. The loss of white population, however, was not uniform throughout the City.

The greatest decline in white population was in the central part of Alexandria. with Seminary East losing nearly half of its white population due to the deterioration and later closure of the Shirley Duke/Regina apartments for renovation. In 1970, census tract 2005, which includes Shirley Duke/Regina (Foxchase), had a population 5,913 which was 92% white. At the time of the 1980 U.S. census, the population of census tract 2005 had declined to 803 people, 38% of whom were white.

The decline in white population in the western part of the City was less. Seminary West lost only 2.8%of its white population and Landmark"s white population of grew by 96%. Although the number of white people grew in Landmark, the proportion of the population which was white fell, as it did in every sub planning district. The composition of the total population changed least in the City's downtown area. In this area the racial composition was nearly stable. Both the black and white populations declined at nearly equal rates in the downtown area.

Landmark saw its black population grow by 1,797% and the population classified "Other Races" grow by 3,050%. This growth of non-white population was as remarkable for all of Alexandria west of Quaker Lane as it was for the Landmark area. Of course, these growth rates represent increases of comparatively small 1970 populations.

East of Quaker Lane the non-white population grew at a slower rate, and in the downtown area the black population declined both in number and as a proportion of the total population. The only sub planning district in the eastern portion of Alexandria that had a large increase in black population was Potomac West which gained nearly 4,000 black people. This increase was largely due to the relocation of people from Shirley Duke/Regina (Foxchase).

table 7
City of Alexandria Black Population

	Blacks		% of Local Population		Change	% of Change
	1970	1980	1970	1980	1970-1980	
Downtown	10,019	8,129	46.0%	45.3%	1,890	-18.9%
Potomac West	3,461	7,086	16.8%	38.8%	3,625	104.7%
North Ridge/ Rosemont	1,484	2,025	6.6%	10.8%	541	36.5%
Seminary East	477	2,035	2.0%	12.9%	1,558	326.6%
Seminary West	102	1,915	0.6%	10.1%	1,813	1777.4%
Landmark	101	1,815	1.8%	13.4%	1,714	1797.0%
City	15,644	23,005	14.1%	22.3%	7,361	47.1%

Source: 1970 Census of Population and Housing, Census Tracts, Washington, D.C., Maryland, Virginia, Standard Metropolitan Statistical Area, PHC(1)-226.

1980 Census of Population, U.S. Department of Commerce, Bureau of the Census, Tape PL 94171.

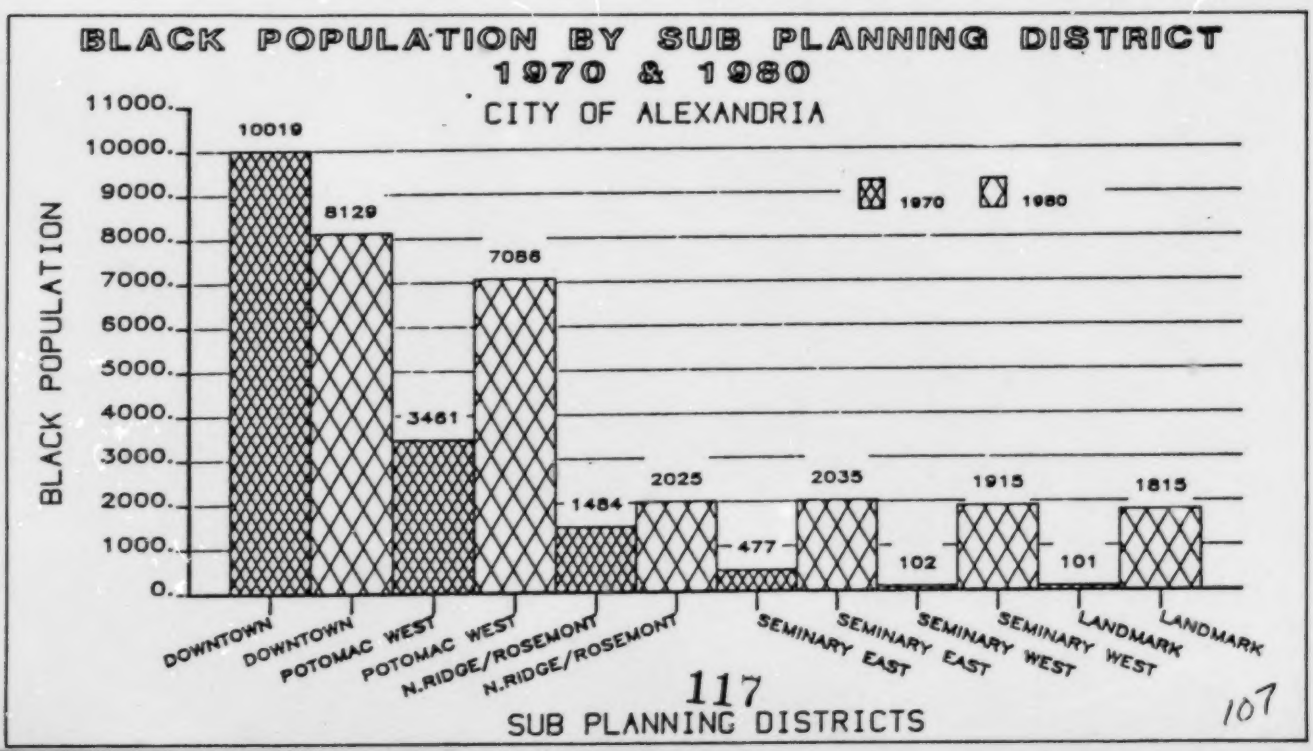

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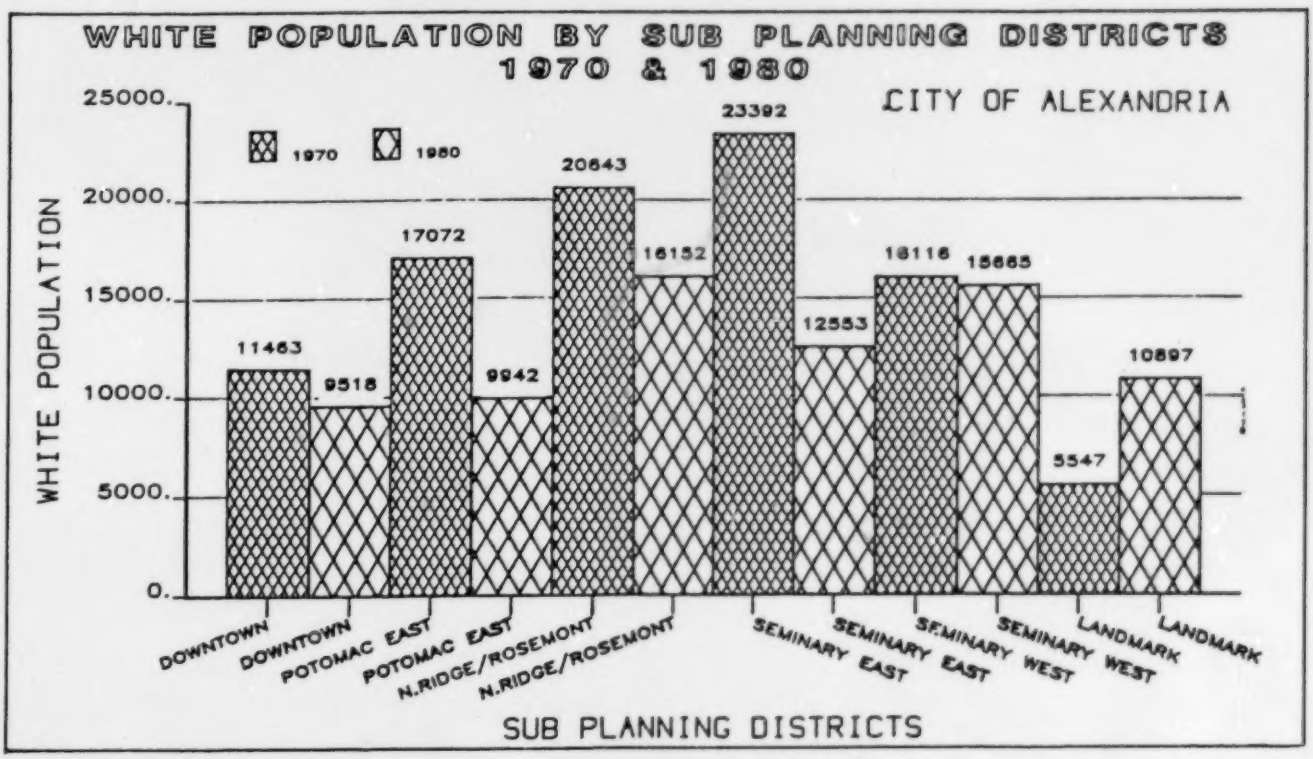
table 6
City of Alexandria White Population

	Population		% of Local Population		Change	% of Change
	1970	1980	1970	1980	1970-1980	
Downtown	11,463	9,518	53.1%	53.0%	-1,945	-17.0%
Potomac West	17,072	9,942	83.0%	54.4%	-7,130	-41.8%
North Ridge/ Rosemont	20,643	16,152	92.1%	86.2%	-4,491	-21.8%
Seminary East	23,392	12,553	96.8%	79.4%	-10,839	-46.3%
Seminary West	16,116	15,665	97.8%	82.9%	- 451	- 2,8%
Landmark	5,547	10,897	97.6%	80.3%	5,350	96.4%
City	94,233	74,727	84.9%	72.4%	-19,506	-20.7%

Source: 1970 Census of Population and Housing, Census Tracts, Washington, D.C., Maryland, Virginia, Standard Metropolitan Statistical Area, PHC91)-226, Table P-1.

1980 Census of Population, U.S. Department of Commerce, Bureau of the Census, Tape PL 94171.



THE SPANISH SPEAKING POPULATION OF THE WASHINGTON REGION AND ALEXANDRIA

The Spanish population is defined by the U.S. Census as "those who either grew up in households in which Spanish was spoken or whose mother tongue is Spanish.' The Spanish population is not to be considered as a racial group.

In the Washington region, the Spanish population grew by 30% between 1970 and 1980 (see Table 10), increasing from 2.5% to 3.1% of the population of the region. this period, the proportion of the region's population which was Spanish increased by less than 1%.

The greatest growth in the Spanish population was in the inner suburbs where this group grew by 14,659. The core of the region saw the Spanish population make more modest gains in numbers, yet the core's Spanish population rose to 3.4% of the total population in 1980 from 2.4% in 1970.

Alexandria's Spanish population increased by 710, or 21%. As a result of this growth, the proportion of Alexandrians of Spanish background increased (see Table 9). to 3.9% of the total City population.

The Spanish population in Alexandria increased in all sub planning districts except in Seminary East. The greatest gains were in Potomac West and Landmark.

Table 9
City of Alexandria Spanish Speaking Population

	Spanish Population		% of Population		Change	% of Change
	1970	1980	1970	1980	1970-1980	
Downtown	171	285	0.8%	1.6%	114	66.7%
Potomac West[1]	774	945	3.7%	5.2%	171	22.1%
North Ridge/ Rosemont[1]	331	407	1.5%	2.2%	+ 76	23.0%
Seminary East	1,167	746	4.8%	4.7%	-421	-36.1%
Seminary West	639	1,016	3.9%	5.4%	377	59.0%
Landmark	249	643	4.4%	4.7%	394	158.2%
City	3,332	4,042	3.0%	3.9%	710	21.3%

[1]Estimated for 1970.

Source: 1970 Census of Population and Housing, Census Tracts, Washington, D.C., Maryland, Virginia, Standard Metropolitan Statistical Area, U.S. Department of Commerce, Bureau of the Census, PHC(1)-226, Table P-2.

1980 Census of Population, U.S. Department of Commerce, Bureau of the Census, Tape PL 94171.

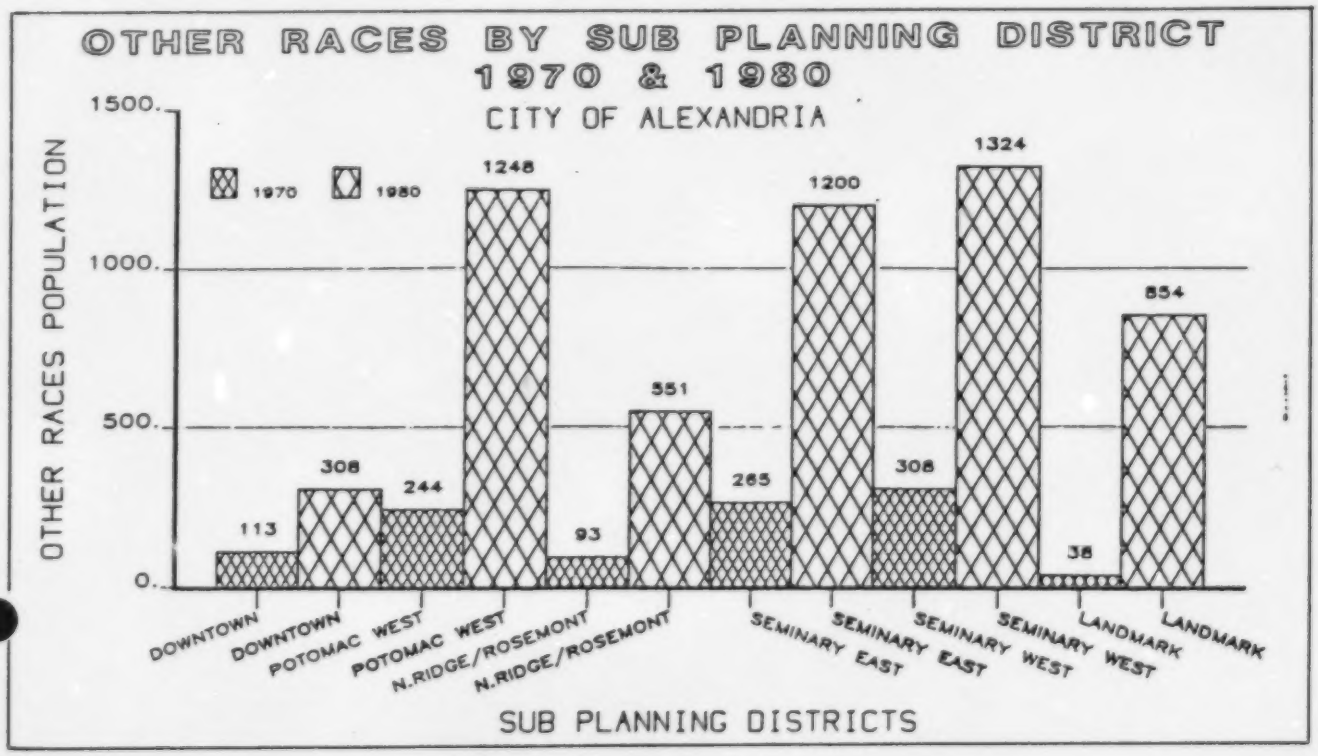
table 8
City of Alexandria Other Races

			% of Local Population		Change	% of Change
	1970	1980	1970	1980	1970-1980	1970-1980
Downtown	113	308	0.5%	1.7%	196	272.5%
Potomac West[1]	244	1,248	1.2%	6.8%	1,004	511.5%
North Ridge/ Rosemont[1]	93	551	0.4%	2.9%	458	592.5%
Seminary East	265	1,200	1.1%	7.6%	938	458.0%
Seminary West	308	1,324	1.6%	7.0%	1,063	507.3%
Landmark	38	854	0.5%	6.3%	826	3,050.0%
City	1,061	5,485	0.9%	5.3%	4,424	417.0%

[1]Estimated for 1970

Source: 1970 Census of Population and Housing, Census Tracts, Washington, D.C., Maryland, Virginia, Standard Metropolitan Statistical Area, PHC(1)-226, Table P-1, 1980, U.S. Bureau of the Census, PL 94171 Tape.

1980 Census of Population, U.S. Department of Commerce, Bureau of the census, Tape PL 94171.



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PLANNING DEPARTMENT

REPORT ON

THE GENERALIZED LAND USE PLAN

AND

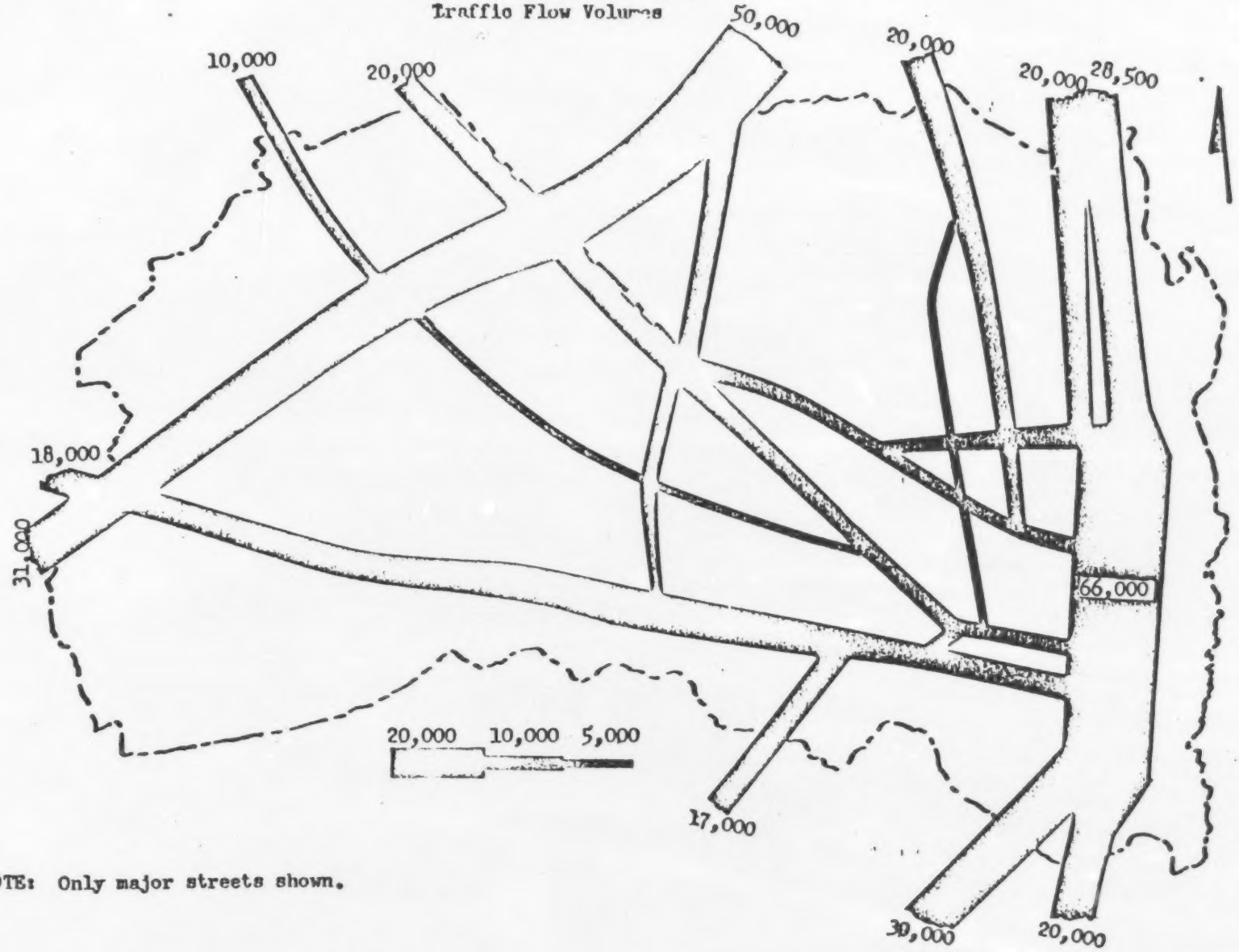
THE MAJOR THOROUGHFARE PLAN

Copy:
Richard C. Massell
Director of Planning
and Urban Renewal

24 HOUR DAILY FLOW

ALEXANDRIA, VIRGINIA 1960
Traffic Flow Volumes

Plate 2



NOTE: Only major streets shown.

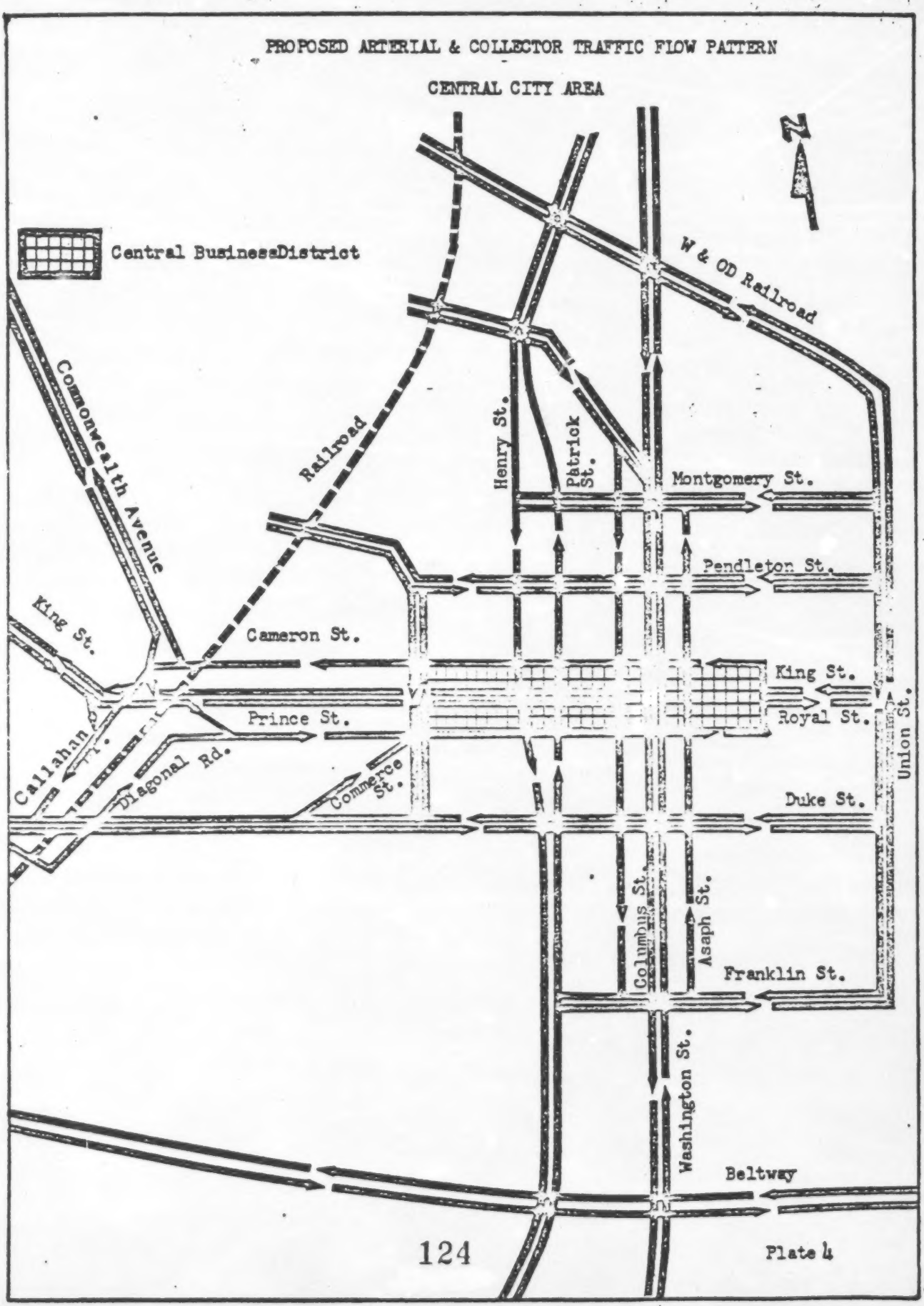

PROPOSED ARTERIAL & COLLECTOR TRAFFIC FLOW PATTERN
CENTRAL CITY AREA
N
Central BusinessDistrict
W & OD Railroad
Commonwealth Avenue
Railroad
Henry St.
Patrick St.
Montgomery St.
Pendleton St.
King St.
Cameron St.
King St.
Prince St.
Royal St.
Union St.
Callahan Dr.
Diagonal Rd.
Commerce St.
Duke St.
Columbus St.
Asaph St.
Franklin St.
Washington St.
Beltway

Plate 4

MAJOR PRIMARY

Expressway Type

1. Shirley Highway
2. Capital Beltway
3. W. and O. D. Right-of-Way
4. Potomac Freeway

Arterial Type

1. Washington Street
2. Duke Street (West of Washington Street)
3. Prince Street (West of Royal Street)
4. Cameron Street (West of Royal Street)
5. Royal Street (Between Cameron and Prince Streets)
6. U. S. Highway #1 (Patrick & Henry Streets)
7. Pendleton Street (West of Washington Street)
8. U. S. Highway #1 (Jefferson Davis Highway)
9. Braddock Road (East of Quaker Lane)
10. Mount Vernon Avenue
11. Commonweatlh Avenue
12. King Street (West of Union Station)
13. Commerce Avenue (Between Duke and Prince Streets)
14. Seminary Road
15. Quaker Lane
16. Van Dorn Street
17. Beauregard Street
18. Telegraph Road

February, 1962

BASIC STUDY - POPULATION

Population	
1790.....	2,748
1800.....	4,971
1810.....	7,227
1820.....	8,218
1830.....	8,241
1840.....	8,459
1850.....	8,734
1860.....	12,652
1870.....	13,570
1880.....	13,659
1890.....	14,339
1900.....	14,528
1910.....	15,329
1920.....	18,060
1930.....	24,149
1940.....	33,523
1945.....	48,000+
1946.....	50,000+
1947.....	53,000+
1948.....	56,000+
1949.....	59,000+
1950.....	61,787
1951.....	62,600+
1952.....	74,500+
1953.....	77,000+
1954.....	81,000+
1955.....	83,000+
1956.....	84,310
1957.....	85,570+
1958.....	87,000+
1959.....	89,500+
1960.....	91,023
1961.....	93,788+
1962.....	94,926+
1963.....	98,600o
1964.....	101,780o
1965.....	105,070o
1970.....	124,600o
1975.....	137,000o
1980.....	148,000o
2000.....	165,000o

The records of the United States Bureau of the Census date back to the year 1790. The results of this decennial count is shown at the left for each tenth year from 1790 to and including 1960. An additional count was made by the City of Alexandria for a study made in 1956. This accounts for the nineteen actual population counts that have been made in Alexandria since its beginning.

Beginning in 1945, the Department of City Planning has kept annual estimates of the population. These estimates are adjusted with each census, and are perpetuated for current use by the City officials and City Departments. For the most part, these estimates are projected from records of the Building Inspector's Department as to new construction completed.

In an attempt to establish a basis for future planning the population is projected into the future as far as the year 2000. By knowing the growth rate at the present, the maximum population the City can accommodate and the rate of increase in construction; it is possible to arrive at these annual generalized figures through the year 1975. A further projection is likewise made for 1980 and the year 2000.

Both the need for new construction and new construction are now at an all time high. The percentage of increase is rising each year (increase of the increase), and it is believed that this trend will continue until about 1985 when the area for further development will deminish to the point of scarcity. This will probably force property values up greatly.

The maximum population of the City under the present plan is approximately 165,000.

NOTE: U. S. Census figures are as of April of each year, 1956 City Census shows an Autumn count, and estimates are given as of January 1st of each year.

+ Estimates
o Projections

TRANSPORTATION

The Northern Virginia Region is a part of the greater complys of Metropolitan Washington. Its future development cannot be separated from the development of the Greater Metropolitan Washington, yet it is a separate and distinct entity as one of the largest urbanized areas of the Commonwealth of Virginia. Its future orderly development will depend to a great degree upon the willingness of state, city, and county officials to cooperate in the solution of problems, which by their very nature cross jurisdictional lines. The motor vehicle, by its very mobility, does not recognize the existence of jurisdictional boundaries. The problems created by the necessity for movement of people and the affects on the development of land by the creation of arteries for such people movement, must be recognized in their true sense as being regional, state and interstate problems.

Circulation and Its Function

Circulation provides access not only for residents but for all those who serve the development area. Physically the pattern of circulation, linking residential structures to each other, residences to neighborhood community facilities and the neighborhood to centers of business and employment, results in the definition of land use areas of limited shapes and sizes because streets act as boundaries and barriers.

Any design of a circulation system must begin with certain considerations, which are:

a) Where is access required?

b) Who are the users?

c) What are the methods of circulation?

d) What is the effect of the location of streets and walks on the desired land use pattern and the arrangements of structures?

The circulation system elements may be classified as:

a) Type of Use

1. For residents in all daily activities.
2. For deliveries and collections; including fuel, furniture moving, mail and garbage.
3. For protection services.
4. For maintenance and repair. (utilities, etc.)

b) Means of Circulation

1. Pedestrian
2. Automobile, truck and motorcycle.
3. Public Transit
4. Other (bicycle, etc.)

c) Routes of Circulation

1. Access from the outside to the neighborhood.

2. Access to dwellings.

3. Access to neighborhood community facilities.

d) Mode of Circulation

1. Streets

2. Walks

3. Driveways (to garages, parking areas, etc.)

4. Parking Areas.

Convenience of access for service vehicle may determine the availability of the service. For example, if access requirements for garbage collection and fire protection are not met, inadequacy of the circulation system contributes to potential spread of contagious disease and fire hazard.

Convenient access, especially to stores and public transportation, is necessary to avoid fatigue and safe access is particularly important for schools and playgrounds.

Allocation of needless area to streets may cause crowding of residences with inadequate interior daylight and ventilation. It may cause scanty or badly located play areas which not only inhibit recreation but create an additional accident hazard, as children are forced to play in streets for lack of other suitable play spaces.

Specific standards of circulation correctly emphasize safe and convenient access and maximum land utilization. Well designed walks and streets are perhaps the most economical and effective method of increasing amenity of the neighborhood.

Relationship to Traffic Outside the Neighborhood

The traffic circulation system of a single neighborhood cannot be considered as an isolated phenomenon. The volume of traffic, the usability of land, the convenience of access are all affected by the city and metropolitan highway system.

Subdivision regulations and the site plan ordinance permit control of the street layouts by the Planning Commission.

The most important element of a good neighborhood is a livable environment. Protection from heavy traffic is a factor in obtaining a livable neighborhood.

When the proposed Transportation Plan for the Northern Virginia Region is completed, the information received should be channeled to obtain on a map and in text, the following basic principles of neighborhood protection which can be carried out by subdivision regulations and the Site Plan Ordinance:

1. Adequate intersection capacity on the boundary thoroughfare to prevent any diversion of through traffic onto local residential streets because of peak hour congestion and delay at intersection on boundary thoroughfare.

2. Adequate buffering against traffic noise of residences located along boundary thoroughfares.

3. No through traffic within the neighborhood.

4. All foreign traffic generators, that is, destinations for non-residential traffic originating outside the neighborhood, to be located on and served by boundary streets only, and to be buffered from adjoining residences.

5. Reservation of sufficient additional right-of-way along boundary streets to later permit widening to carry future increase in through traffic, to avoid any future cutting of a new road.

6. All local traffic generators with a greater use intensity than a group of row houses, and lying within the neighborhood, to be located on and serviced exclusively by a collector street rather than a local residential street.

Classification of Street Types

Directness of access, increased speed of through travel, reduction of accident hazards and elimination of unnecessary traffic from the neighborhood should be fostered by a clearly articulated street pattern. This should be composed of various types of streets, each designed for the character and volume of its traffic.

Articulation of the Street System

There should be no through traffic within a neighborhood and no major traffic street should cross the neighborhood.

To discourage through traffic within the neighborhood, streets should be so laid out that no streets within the neighborhood can be used as a short cut between two points outside it. Similarly, residences should be served by roads the layout of which does not invite neighborhood traffic other than that bound to adjacent dwellings. This may be accomplished by loop or dead-end streets. A new system for the existing grid pattern of streets has been applied in many cities. The system is designed to break up existing grid pattern movements, thereby accomplishing the protection to a neighborhood discussed above. Such a system is illustrated on Plate 17, Page

Access Requirements for Dwellings

Access to residential facilities should be exclusively from residential service and neighborhood feeder streets.

Paved streets and walks, maintained in good condition and open to travel at all times should give access to all dwellings. Definite consideration must be given to access for fire-fighting equipment, ambulance, furniture moving vans, fuel delivery trucks, refuse collection and snow plows or snow removal equipment.

Parking Requirements

Provision of suitably located parking spaces of adequate size is an important factor in planning the circulation system. Not only does indiscriminate

parking along streets slow down traffic, but it is a serious accident hazard at intersections and along curves. Noise and odors may be objectionable if parking is allowed directly below windows.

Decisions as to the location and type of the parking facility, whether off or on street, affect the width and layout of streets. Parking provisions are, therefore, an integral part of the circulation system and should be determined at the beginning.

Pedestrian Circulation

Walks from all dwellings should provide convenient and safe access to elementary schools, shops, playgrounds and other chief pedestrian objectives.

The circulation system should be so laid out as to minimize accidents to pedestrians, especially to children. This can be accomplished by substantial separation of vehicular and pedestrian traffic, especially of major walks and neighborhood collector streets. However, such separation is effective only if the walks are laid out to provide more direct access to normal pedestrian destinations than do the streets.

Another means of reducing pedestrian and vehicular conflict may be found on page

Public Transit

All residences of an area should have access to adequate public transportation to central areas and places of employment where they are not within easy walking distances. It is desirable that the farthest dwelling be no more than one-fourth to one-third mile walking distance from the nearest stop of one transit system over well maintained, lighted all weather walks.

THE FUTURE

The Northern Virginia Region with a 1960 Bureau of the Census population of 601,811 and Alexandria with a 1963 population of 100,000 fits well within the definition of "urbanized areas of 50,000 or more population as contained in the "Federal Highway Act of 19o2".

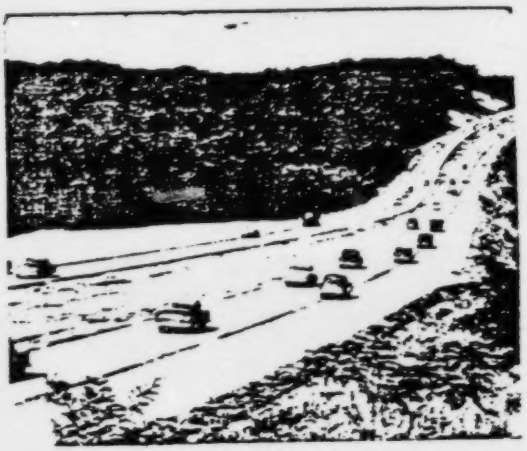
Alexandria has applied, along with the Northern Virginia Region for a Northern Virginia Regional Transportation Plan, which if acceptable to the state, will begin on or about June of this year.

The areas proposed to be included in the study are all of those portions of the Northern Virginia Region which now contain, or in which projections of the local Planning Commissions indicate that they will contain, urbanized areas of 50,000 population by 1980.

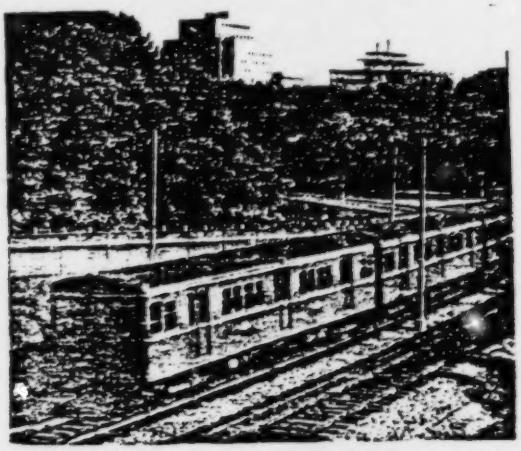
A wealth of information can be obtained from such a study which in the long run will provide the answers to many questions presented on traffic volume and driver desires. Many of the city's traffic problems can be alleviated from the data obtained. In addition the existing Major Thoroughfare Plan can be tested and brought into line, if needed.

BEST COPY AVAILABLE

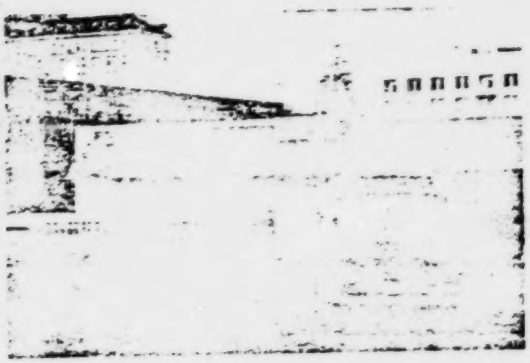
It is the desire of the City to have a balanced system of transportation to serve its populace. Only such a system can ease the growth problem which creates congestion.



Expressways



Commuter Trains



Feeder Buses

Rapid Rail

Parking Areas